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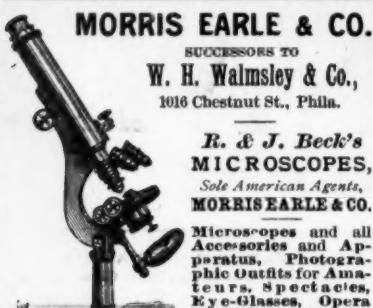
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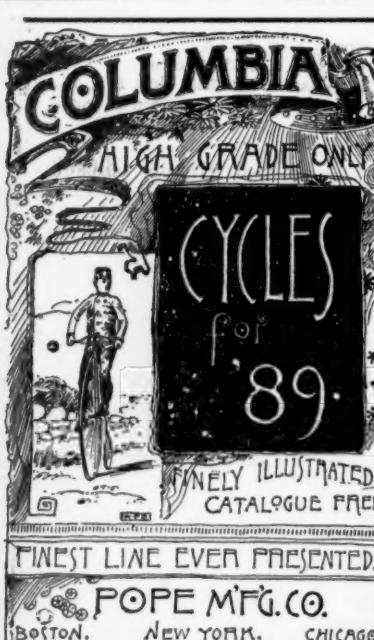
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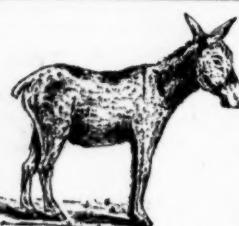
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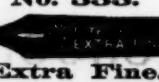
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GENERAL ARMSTRONG has done more to solve the Southern negro problem than any other man, and it is a cheering sign that he is hopeful of the future. Notwithstanding national aid has been denied, a large number of colored children are receiving an education of some kind. True, in many cases, it is not up to our ideal of what an education should be, but it is far better than none. We are coming to look upon our citizens as men, not as voters, as beings having minds and hearts, and not as machines to be manipulated. Voting is important, but it is not as important as living. The state is composed of men and women, not of tools and stones. These men and women must have virtue, honor, love, and magnanimity if they are to be of any use to the state. A tool, be it made of iron or of flesh and bones, is but a tool, of no account except as it is used by some intelligent actor. *We don't want tools as citizens.* We cannot have them and prosper.

IF we understood Mr. Mead at Nashville, he claimed that the Catholic church has no legal right to excommunicate a parent, because he persists in sending his children to the public school, after he has been forbidden to do so by his pastor. The state has nothing to do with the acts of a church unless it commands its members to do something

contrary to what the state requires. Then the state can step in and command the church, but not until then. Now the state has never said that all children must attend the public school; all that it has said in some places is that all children must be educated. This it has a right to say, for without universal intelligence the state would cease to exist. The state cannot leave a question so vital to its own life, as education is, to the judgment of a hundred different sects. Any one, with but a modicum of intelligence can see that this logic is sound. We must have education. We mean *education*, not repeating, memorizing, reciting, but *EDUCATION*. WE MUST HAVE IT OR PERISH. Do our readers agree with us?

THE distribution of money among the blacks for educational purposes, we have always favored, because (1) they need especial attention, having just come out of a state of bondage. They inherit ignorance and superstition, and at a time at least will need special help. (2) They possess no property and hence the cost of their schools must come out of the whites. To relieve them of this heavy burden, let the national government help them by appropriating at the rate, say five dollars for each pupil who attends not less than six months in a year, this money to be given when the state maintains a system of common schools, and to be spent for teachers wages, only.

It will not be long before every state will have enough provision for the blacks, at all events. In some states the provision is of a very poor quality indeed, and for that matter the provision for white children is none of the best. To relieve these states of the extra burden of carrying on a system of duplicate schools, for a time at least, would, we deem, be a righteous thing.

FROM time to time some one suggests that we should have a national university. To this we are unalterably opposed; each state has made provision for higher education. In fact, we have too many colleges now. Massachusetts has just added Clark University to great Harvard, and so there is no one in that state that is so anxious for an education that he cries out for a national university. Neither does Connecticut with Yale University; nor New York with Cornell University; nor New Jersey with Princeton University. And so we might go on to Michigan, Wisconsin, Minnesota, etc.

If we had a national university, who would appoint the officers? Each administration would endeavor to make some changes; it would become a political pie with plums in it.

If there is going to be any money given to higher education, let it be distributed to the poorer sections of the country. But there will be no money distributed for this purpose, we will guarantee.

THE human being is created with educative tendencies; with powers that strive to unfold. The acorn has in it the possibilities of an oak; it has far more, it has powers that tend to make it grow into an oak tree. The child is born with the possibilities of a man within him; but it is the power that lies within him that makes this manhood possible.

Margaret Fuller said, "I soon learned that I possessed the power to grow." We do something besides broadening and expanding; that is the way the oak becomes larger. We possess the power to educate ourselves; the civilization we see around us shows the power we possess within us.

The human being attempts to reach the highest type of his age—to gain knowledge and skill. This attempt is the result of forces within him; and the effect is education. What we mean by education is not what man does, but what God does. The

spring that causes education is within; it is put there by the Creator. The teacher cannot educate any more than a gardener can make a cherry stone become a cherry tree. The teacher seconds the impulse inherent within the child, just as the mother seconds the impulse to walk.

In addition to these implanted powers he is constituted so that he can avail himself of the experience of all the generations that have preceded him; he has heredity on his side and may possess the aptitude of his ancestry. He is set to grow according to a type, and it is of the highest importance that those who intend to minister to this growth should understand the type towards which man tends, and the mode by which he attains it, or strives to attain it. It is really the power of the Deity within him that prompts him to reach out and avail himself of means to attain the end intended.

THE next step this state must take is the founding of county normal schools. We need them to prepare teachers properly for the rural schools. The great mass of our teachers hold first and second grade certificates—but where do they learn the science and art of teaching? Where do they *get their training?* The state normal schools turn out a few graduates who go into the union or graded schools; they will never be able to reach the vital points—the rural schools. This may as well be admitted first as last.

We would found a normal training school in nearly every county. Let the people provide a suitable building; then put a normal graduate in charge. The studies should be those of the first two years of the state normal schools.

Supposing that course to consist of three years, there should be actual teaching daily by each pupil. At end of first year give the student a second grade certificate; at end of second year a first grade certificate. Let this school be under the supervision of a local board, of which the school commissioner should be a member. It would be held in conjunction with an academy or union school in most counties.

The summer schools that are springing up in our state show that there is a point not reached by the teachers' classes of normal schools.

UNSELFISH, absolute, and entire consecration to any cause commands the respect of the world. History records but few persons who have perfectly given themselves to any work. There was Gautama, the Master of Palestine, and a few of his immediate followers. Later we have Xavier, and other Jesuit fathers, and recently the world has read of Father Damien among the lepers of the Sandwich islands. Just now there died a man who devoted himself to labors among the Chinese, the most cold blooded and callous people on earth. This man, Mr. Crossett, was an American, of no sect or denomination, who, following Christ literally, took no thought for the morrow, and lived without knowing how he was to be clothed or fed. He absolutely and perfectly gave himself up to deeds of unselfish charity, as poor as the poorest, yet was confided in so perfectly that state officials permitted him to enter all prisons freely, and often remove sick convicts to other places. He came to be known as the "Christian Buddha." He was never commissioned by any missionary organization, yet his needs were supplied gratuitously by the people among whom he labored. Such rare lives enoble humanity. They shine like magnificent diamonds of the first water. But we believe that every *true* teacher has some of the spirit of Father Damien and Mr. Crossett. It takes consecration to become a great teacher, and no one has secured success in teaching who has not had more or less of it.

HOW DO YOU VALUE YOUR PROFESSION?

TO THOSE WHO DO NOT READ AN EDUCATIONAL JOURNAL.

Perhaps the question might be, Do you value your profession at all? There is a large class of teachers whose only connection with the profession is that of drawing pay. Another business if it gave the same amount of money would suit them just as well. Is this the correct attitude for a teacher to be in? We think not. We think the progress of the educational craft is slow, because, as Prof. Orton says, "She is loaded to the gunwales with dead freight."

A school of fourteen teachers was visited last year. The principal said none were subscribers to educational papers; they were all women, yet women have professional feeling. Educational papers have done more for women than they have for men; their wages have gone up seven fold in this state, and this is due very much to the advocacy of educational papers.

A school principal began to open his mail, just from the post office; and tearing off a wrapper from his educational paper, he threw it into the waste basket. "That is the way I read that paper," said he. This same man when at a gathering of teachers was called on to discuss the question of "Psychology;" round and round he went for ten minutes saying nothing and sat down, and all silently voted, as one whispered, "Not much psychology in him."

A gentleman seeing an advertisement for a teacher replied to it, and got a series of questions to answer; one was, "What educational papers do you read?" He was rather set back by this, as he read none, and so replied. He afterwards found it was a situation that paid \$500 more than the one he held.

In a fine town in New York state a superintendent resigned, as he knew he was likely to be asked to go out. The chief man on the school board when asked as to the cause of the resignation said, "Well, he is not up to the times. He does not read an educational paper, and we want a live man." It would have paid this man to have taken an educational paper, would it not?

There are men who think there is nothing in education except to know the main facts in geography and grammar, how to dosums in arithmetic, etc., and then to put boys in rows, and make them learn the same facts. Such men will say, "Why should I take an educational paper?"

That reminds one of the Boston man that said to Edward Everett, who wanted to have the Bunker Hill monument erected, "Why, what good will the monument do?" So there are teachers who do not intend to do anything towards enlarging their profession, having no professional spirit whatever.

Those who value their profession will do something to improve it. It was an ancient heathen that said words a thousand years ago that ring to-day, "I am interested in everything that relates to humanity." Let the teacher belonging to a Christian age say, "Everything relating to teaching has an interest for me."

OPPOSITION TO FREE EDUCATION IN ENGLAND.

There is a decided *minority* opposition to free education both in England and Scotland. Mr. Howorth, in the House of Commons, recently said that he regarded the principle of free education as pernicious in every respect.

"He objected to it as offering an additional inducement to the classes who, without any prudence in their arrangements, matrimonially and otherwise, caused the congestion of population in so many districts of our country, and as tempting them to increase that population by transferring their burdens, of which the education of their children was one of the chief, to other shoulders. Conservatives, at all events, ought to do nothing to weaken that cardinal plank in their platform, that the individual ought, at all hazards, to bear the burdens which he had made for himself, if he could afford to pay for them. It was a remarkable fact that in America, according to the last returns the experiment of free education had been an utter failure, because, being free, it was not properly valued, and it led to a large amount of irregular attendance. He quoted the case of Prussia to show that, although there was a clause in the Constitution of 1830, making education free and compulsory, it had never been put into force, except, he believed, in Berlin and Dusseldorf. What was true of Prussia, was in a measure true of Bavaria and Saxony. In Paris, also, although free education prevailed there, at least one-third of the poor were not taught in the free schools. As to graded schools, he had never seen any scheme by which they could grade those free schools in large towns so as to give the different strata of the working population a chance to keep themselves separate, if they liked, from those elements in the population, which could only do them mischief—the dirty, and the vicious."

This is interesting, to say the least. Free education

causes a "congestion of population"! Here is a new theme for the political economist. The learned member from Scotland declares that free education in America is an "utter failure." This will be received as news of a most startling character on this side of the Atlantic, and this, in face of the fact that the single state of New York spent sixteen millions for education last year, and of this sum over twelve millions for the maintenance of free schools. Instead of being a failure, our free school system is a pronounced success all through the North, and is yearly increasing in influence all over the South. Free schools and a democratic government are the two most successful institutions in America.

DEGREES.

There are degrees, and then again there are degrees. A few weeks ago it was announced that Prof. John W. Zeller, superintendent of the Findlay schools, Ohio, and the Rev. G. J. Jones, pastor of the First Congregational Church, of the same place, had received the degrees of Ph.D., from the Correspondence University of Chicago. In connection with the notice it was stated that the C. U. was a wonderful concern, and was run on the plan of the London University. It was stated that no applicant could get this high degree unless he were a graduate of some college of standing. The degrees had all the ear marks of being genuine. After a few days it became known that these gentlemen had paid \$25 for their degrees. Now for the sequel. The *Commercial Gazette*, of Cincinnati, says that "a few days ago the fact leaked out that the C. U. was a swindle, and that the professional gentlemen had been duped by a shark of the Windy city, and the fact became known that the gentlemen had paid \$25 each for the degrees. It appears that the swindler sent his circulars, praising the C. U., to all the teachers and clergymen in the city, offering to confer the degree for only \$25 in cash. The Rev. R. H. Hollyday, of the First Presbyterian Church, wrote to the C. U. to the effect that he did not quite understand their style of doing business. In due time he received a reply stating that the C. U. was all right, and added that if he would induce another minister or teacher to forward \$25, he (Hollyday) could have his degree at wholesale price, \$10."

All of this is instructive, to say the least. We are safe in saying that no reputable man will dare to attach a degree, purchased with the cash, to his name. Every time he does so he writes himself down as a literary pretender, if not something worse.

THE child who is not educated at home is not educated as he ought to be. No boarding or day school training can take the place of the sacred influence of a good mother. Thankful should that child be who has one! To take children away from home at an early age, and put them in a convent or boarding school, is to invert the order of divine appointment. The mothers' hands are the most potent manual training instruments ever made. How tender their touch! How loving their embrace! Then her smile! O what memories come to a mature man or woman of the tenderness and potency of mother! The great English boarding schools have been much praised, but in a recent address the bishop of Chester spoke of the undoubted disadvantages boys experience who are educated under private tuition. He also said that "England is proud, and rightly proud, of her public boarding schools, and he, for one, should be utterly ungrateful if he did not render his testimony to their merits. But they have one radical defect—they are all to a very great extent unnatural. Did nature ever mean that boys should be taken away from home as early as twelve, nine, or even eight years of age, and separated altogether from the influences of home-life, and, above all, from the society of their mothers and sisters, and girl companions, and put into barrack life? However good that barrack life might be, with all the admirable characteristics of these schools, with all the conscientiousness of the masters, the system has upon it indelibly the stamp of unnaturalness."

MR. GEO. P. BROWN, editor of the *Illinois School Journal*, has been considerably worried lest we were not sound in psychology. Knowing the wide circulation of the SCHOOL JOURNAL and its high position as an educational authority, he has very justly been concerned that we hold orthodox opinions in mental science. There may possibly be just a little bit, the least bit possible, of pride in his own extensive acquaintance with the subject, but that is entirely excusable. We fear his readers, and perhaps ours, have recalled the old Scotch

saying, "Where ye find two men talking and neither one understands what the other says, nor cares a bit what he says, neither, then ye may be sure they are talking metaphysics." All we ask is that the truth be given as far as may be, remembering that there are different meanings attached to different terms in psychology, by different persons. Here is our position; if Mr. Brown will kindly print it his readers will know what we do think on the subject:

HOW THE MIND GETS ITS KNOWLEDGE.

We believe that things give rise to percepts; that from these percepts concepts are obtained. The mind uses these concepts in various ways. We can recall them, analyze them, build with them, classify them, etc. Conditional upon the presence of these concepts, ideas of space, time, cause, substance, etc. arise in the mind, usually called intuitive ideas. The permanence of ideas depends on the clearness and distinctness of antecedent concepts.

This could be enlarged, but it covers the ground at issue. There are about 70 words. Let Mr. Brown print them, and then in an *equal* space give his position and let his readers see who gives the truth, for consciousness is the test.

THE American Institute of Instruction is not on the fence, by any means. It sees clearly that education has something to do with life, with the world the child is born into, and says so.

"The time has now come for such a reorganization of our courses of instruction, both elementary and secondary, as shall make provision for a system of MANUAL TRAINING in its most comprehensive sense, that shall render the education given in the schools broader and more complete, while bringing them into closer sympathy with the spirit and tendency of our civilization." Good!

The New York State Teachers' Association also declared in favor of manual training, but not in such emphatic language. As the subject is comprehended, it will meet with favor—and no faster; nor do we wish it to. Nine out of ten have very hazy ideas about manual training. It won't do to look too closely, however.

THE American Institute is sound again in saying that "instruction in natural science by the experiment method should be given in schools of all grades; it should take the form of observation lessons, calculated to develop the spirit of investigation, so that by the time the pupil reaches the high school he will be prepared to begin more systematic study; that in the high school it should undertake to give a thorough training in scientific methods of studying nature, rather than a comprehensive knowledge of the whole realm of natural science." But isn't it a little strange that old New England should commend the method of its most illustrious teacher, Agassiz, so many years after he is dead? The "experimental method" has been recognized as the only correct method of teaching the natural sciences for two score or more of years. "Observation lessons" are as old as Oswego. The "spirit of investigation" is the spirit of modern progress. The "scientific method" in natural science study is as old as 1803. We are glad the American Institute is on solid ground, it has got there; but it has been some time in making up its mind.

MR. WILLIAM M. GIFFIN has accepted an invitation from Colonel Parker to become associated with him in the Cook county (Ill.) normal school, and he begins work there this fall. Mr. Giffin is well known to the readers of the JOURNAL by his bright articles on "Methods," which have been widely read. He is very much in earnest, and is hostile to all educational shams, it matters not how old they are. He much resembles Col. Parker in his devotion to the truth in education. For the past ten years, as principal of the Lawrence street school in Newark, N. J., he has exerted a great influence on the educational spirit of the teachers. The "new influence" (as one of the newspapers calls it) apparent in Newark, has been much stimulated by his earnestness and enthusiasm. He is a firm believer in educational science, and considers progress in it the duty of every teacher. A student of educational books, a reader of educational journals, and a man of magnetic temperament, we predict great popularity for him at the West. What the West thus gains, we at the East lose.

MR. EDWARD L. KELLOGG, of the firm of E. L. Kellogg & Co., returned from his trip in Europe on Tuesday. He reports meeting Supt. Balliet, and many other eminent teachers in Paris. It has been a "teachers' year," they say, in Europe.

EDUCATION BY OBSERVATION AND THINKING.

Education is not merely the possession of knowledge. More—much more is implied. A child is not educated who can give the latitude and longitude of every principal city in the United States. Neither is the college graduate educated who has crammed his head full of all sorts of text-book stuffing. In order to tell whether a person is educated, ask, "Can he do his own thinking?" "Has he observing habits and a thoughtful temper?" "Does he pay close attention to what is before him, so as to be able to reproduce what he has heard without material change?" We have thousands of men who work well when they have rules to follow, but put them on their own resources and they are at sea. A master workman said of a young mechanic under him, the other day, "He is smart enough, but he's got no brains." The overseer was wrong, the boy had brains, but he had never been taught to observe and think. His education was like the well known boy who was given a problem concerning *turkeys* to work out. He at once commenced to hunt for the "turkey rule," and when he couldn't find it, couldn't work out the problem!

The questions to be asked in teaching any subject should be, "What will be the intellectual result I must come?" "How will this subject make my pupils better able to do their own thinking?" It is a false aim in teaching to aim to store the minds of pupils with useful knowledge against future time of need. It is wrong to put the *economical* question to the front; it may be in the background, but not in the front. For example, one teacher we know of makes her pupils learn the names of all the sovereigns of England and all the presidents of the United States, because "it will be so useful to have them in mind." We agree that such knowledge might be useful, but isn't the power of thinking and observing far more useful? Facts are good, but a fact is as dry as dust unless it has the juice of thinking in it. Take the question, "When did Napoleon die?" Convenient to know and handy to have in mind, but how much more thinking there is in the question, "Was Napoleon a good man?" Take another question, "Who was Cæsar?" Good, but far inferior to this one, "What circumstances caused Cæsar's death?" and, "Did he deserve to die?" Two thirds of the woes of life come from the want of thinking. A lantern was set down just behind a cow's foot, which she naturally enough kicked over, and Chicago was burned. "Didn't think," the old woman said. Ten thousand volumes could be written, full of anecdotes of woes and miseries "educated" people have caused, from want of thought.

The opportunities of getting an education by observation are innumerable. Nature's open book is before every one, and the invitation to read it is always at hand. But one person reads from this book, while ten do not. It is astonishing how many years apples had dropped from trees before any one observed the acceleration of their motion as they neared the ground. It was two thousand years after the expansive force of steam was discovered before the steam engine was invented. Railroads are so simple of construction and serviceable, it seems as though they would have been invented long before they were.

We need some device in connection with our systems of education for the special purpose of teaching the rising generation to think. Perhaps we must banish books from the school. This would throw all upon their own resources. Teachers would then be compelled to think or quit. We also need new methods of examination, in which will be less made of the book and more of the mind. Examiners must not confine themselves to the book studied, when examining a class, but betake themselves to anything that will test the *power* of mind of the class. The question should not be, *how much have you learned?* but, *how much have you grown?* Mental, moral, and spiritual power is what we want. This has been the text of thousands of educational sermons, and now we propose that we get down to business.

The teacher who is most successful in leading his pupils to think and observe, is the one who knows best *how to present things in their proper relations*. An isolated fact is useless, but it is a power when presented in its proper surroundings. Here is a wing of a wasp. It has no value at all, alone, but show its attachment to the body, its size as compared with the body, its muscles, and its adaptation to the uses of the animal, and it has a wonderful interest.

Then, thoughts must be adapted. What children think about is not what men think about. Adaptation of parts to uses is the law of the physical world. The

reason why some primary teachers fail is because they assume their pupils know more and can think more than they can. This is the reason why many sermons are preached over the heads of the hearers. There is nothing like *adaptation* in this world. Good addresses to children are almost as uncommon as banana groves in Dakota, because those who deliver them don't know how children think. They preach in stilts. It is sad to think how much material is useless in primary teaching.

"But," some one says, "are we to throw away books in attempting to teach children to observe and think?" By no means. Let the book be used, but how? *As a guide and aid to the observation of what is seen and heard.* Books are instruments. Things are realities. What we know we have, is ours. A book helps when it leads to nature, and thus to realities. All abstract thinking centers around and draws its inspiration from things. Away, then, from abstractions and all hail, *things!* Divinely ordained and blessed ye are!

TWO METHODS.

By J. E. MURRAY, author of "Murray's Language Series."

In teaching English there are two-defined methods in general use, and there are text-books and teachers that promulgate each method. Of course there are some text-books (a very few) and some teachers (a great many) that follow no method, have no aim, and succeed in reaching no result, save that of cheating the pupil of his time; but I'll leave them out of the discussion as unworthy of a critical study.

The one is just now a popular method, presented and defended by ingenious and spicy text-books, and followed by earnest intelligent, though misguided teachers; the other is my ideal method, outlined and directed by a few not unpopular books, and wrought out and made successful by every thoroughly educated and strictly logical teacher. The one has in view a single aim, to habituate the pupil to correct speaking and writing; the other does not neglect this much desired result, but strives to reach it in a way that will train the powers of the mind—comparison, reason, judgment, decision.

The one selects, sorts out, sweetens, and almost chews and digests the mental food offered the pupils, who passively enjoy the daintily prepared viands, and finally reach the only thing sought, correct speaking and writing. Having reached the end, the pupils wonder how the author and teacher could think of so much to tell, how much it is all worth, how long they can remember it, and whether any one but teachers ever remember and use it all.

The other selects, but does not sweeten; tones, but does not chew and digest the mental food. The pupils actively and keenly enjoy the task of deciding what is to be only tasted, what swallowed, and what thoroughly digested. They too reach the same result, but by a method that trains, strengthens, and expands all their faculties. Not reasoning as did their author and teachers, that it is useless to pluck fruit for children after you have trained them to climb after it, the pupils wonder why the book and teacher have told them so little, why they did not show them all this beauty in English at once, whether the other languages are so beautiful, so logical, so capable, and so strong, and whether they will ever get time to study language in general and compare English with other languages.

Pupils taught by the latter method speak and write as well as those taught by the former, understand the subject better than they, and have gained a self-confidence and mental training wholly unknown to them.

Books that are based on the latter plan, select from the whole range of English and American Literature, such sentences as are remarkable for simplicity or vivacity, aptness or pungency, and especially such as embody beautiful thoughts that have been born from kingly souls, and arrange and grade them for critical analysis, from which the pupils discover the laws of English. Whatever other merits a book may have, if it omits this selection of thoroughly graded sentences, it cannot be a success; and whatever defects a book may possess if it contain these sentences thoroughly graded, it may be, it must be, a power for good in any school.

Now many teachers are ready to say that a good teacher can use any book, and carry the pupil by any method. I do not think so. No teacher, however well informed on psychological methods, can use a book that honeyes all the study out of the work, and yet succeed in educating and training the mind. An earnest but illogical teacher, however, may pervert a good book.

Teachers should always bear in mind that it is human nature to love what is difficult, not what is easy. Boys love base-ball, girls lawn-tennis, because of the skill required. The best pupils like their studies in mathematics best, because they are most difficult. And English may be, and is, made just as attractive and just as beneficial to the mind, for the same reason.

A LIVE preacher, the Rev. John Handley, preached a sermon a few weeks ago at Ocean Grove that it would have been a good thing for teachers to have heard. It was on Joshua as a man of purpose. Among other things he said that "life work may be likened to a building in which four elements combine, the formal, the material, the efficient, and the final elements. First, conception of plan; next, materials to construct; third, efficient work in placing the materials, and fourth, the final result, a completed building, which makes plain the purpose of the designer." Here he was not only following Aristotle, but experience as well. What better outline could teachers put before them this fall? Let us see. What am I teaching for? What is my plan? Not, what is to be my course of study? Suppose an architect should put all his mind on the scaffolding, its architectural appearance and general effect? The building, not the scaffolding is on his mind. So the plan of the teacher is not in the text-books; or in the courses of study, but in the child. There is his work. *The conception of the child* is his plan. So we might go on and amplify under the second, third, and fourth heads, and construct an educational sermon. But each teacher can do this for himself. It is enough for us to carry out Mr. Handley's hint, so well suggested to him by Aristotle.

IT IS BECOMING GENERALLY KNOWN

THAT:—

Education is not cramming.

Manual training is a process of education for thinking and growth.

Promotion can be made without special examination.

The annual re-examination of teachers is a vexation with no good results.

It is not as necessary *what* is taught as *how* it is taught.

Moral teaching means good teaching.

Good methods are common sense methods.

The difference between the old and the new educations is radical.

Politics should have nothing to do with the appointment of teachers.

Psychology is the science of applied common sense.

The education of no two persons should proceed along the same lines.

Character is infinitely more important than the three R's.

That is practical that develops the whole boy or girl.

Religion is the science of right living in the sight of both man and God.

The physical, mental, and spiritual are inextricably interwoven.

THE National Association discussed manual training—that is, some sides of it. Some seeing the immense value of drawing, and wanting to oppose manual training, tried to make out that *manual training did not include drawing!* Now drawing (not picture copying) has been advocated, and urged by the advocates of an improved education, for years. We understand that E. E. White asked, "What is meant by manual training," and that W. F. Harris replied that "it included wood and metal instruction, weaving of baskets," &c.! It does not seem possible this is a correct report, yet it is in the Boston *Journal of Education*. Manual training with drawing left out! Mr. Peabody protested that drawing, as taught in manual training schools, was not a new thing! Why, manual training has been slowly and steadily creeping into the schools. Writing (a hand training exercise) was the first; then drawing in a very crude form came slowly along; then light gymnastics, use of blocks, stick-laying, in the primary schools, are very common; the uses of tools, sand maps, putty maps, sewing, &c., will soon be added.

It certainly is remarkable that this subject was understood so poorly, and discussed so feebly, by the National Association. Meanwhile the American Institute of Instruction, a body of sound New England teachers, resolved that manual training should be made a part of the common school course of instruction.

EDUCATIONAL WASTE.

It would not be strange that Mark Twain should be found among those who have seen the absurdity of the Old Education. The chief sin of the Old Education (still grinding its grist in many, very many schools), is that it insists on the child's learning what he does not understand. As far back as Dr. Johnson's time, this was considered a very good thing. A little girl had recited to Dr. J. Cato's Soliloquy, and he asked her the meaning of "bane" and "antidote," which she could not give. He then asked, "How many pence are there in sixpence?" This she could not tell. Can there be anything more ridiculous than to teach a child Cato's Soliloquy, who cannot tell how many pence in sixpence?" said the doctor.

This has been repeated in various forms, but it has not made the impression it would be supposed.

From "English as she is Taught," that bright book by Caroline B. Le Row, Mark Twain finds occasion to infer that there is a good deal of foolishness perpetrated in the schools that are supposed to benefit and improve the minds of children.

Here are some of his conclusions :

The chapter headed *Analysis* shows us that the pupils in our public schools are merely loaded up with these showy facts about geography, etc., and left in that incomplete state; there's no machinery for clarifying and expanding their minds. After citing an example he concludes: "If I were a public school pupil I would put other studies aside and stick to analysis, for after all it is the thing to spread your mind."

"To show how far a child can travel in history with judicious and diligent boasting in the public school, we select the following Mosaic, 'Abraham Lincoln was born in Wales, in 1599.'

"All through this little book one detects the signs of a very probable fact that a large part of the pupil's instruction consists in cramming him with obscure and wordy rules which he does not understand, and does not wish to understand. It would be as useful to cram him with brick-bats." (In another place he refers to "brick-bat culture.")

He concludes by quoting Edward Channing that the excellence of the German schools is due to the fact, that the pupil "is taught in the first place to see, and in the second place to understand what he does see."

Here are some of the things that have moved Mark Twain to conclude that our public school methods injure the child that innocently is subjected to them, when they push that child beyond its mental depth. These are answers given by pupils :

"Amenable, any that is mean."

"Ammonia, the food of the gods."

"Eucharist, one who plays euchre."

"Idolater, any idol person."

"Parasite, a kind of umbrella."

"Republican, a sinner mentioned in the Bible."

"The coercion of some things is remarkable, as bread and molasses."

"Her hat is contiguous because she wears it on one side."

"He preached to an egregious congregation."

"You should take caution and be precarious."

"There are a good many donkeys in the theological gardens."

"Things that are equal to each other are equal to anything else."

"The Alaginnies are mountains in Philadelphia."

"Hindoostan flows through the Ganges, and empties into the Mediterranean sea."

"Ireland is called the Emigrant Isle because it is so beautiful and green."

"Washington wrote the Declaration of Independence in 1492."

Now the New Educationists have protested against this same thing. In other words they have said, "Stop loading the pupil on one side; give him words when he needs them." This was the effort of such men as Sheldon and Calkins, when they attempted to introduce "Object Teaching," which was well laughed at in its day, but which has got a hold it will not lose nevertheless. When Col. Parker proposed to lay the spelling book aside and teach the pupil to spell a word when he needed to use that word, a cry of holy horror arose through the land. But it has subsided. When he gave his address in Brooklyn last year, and referred to the spelling book, a disgusted teacher said, "Why, he put up a man of straw, and knocked him over; we are way up to that now." That's just it. The public have seen it as Mark Twain does, and now, "Why we give out only familiar words and always have !!!"

However, the article by Mark Twain in the *Century* has done a world of good. We must count him as a disciple of the New Education.

SOME QUESTIONS.

Upon what are the rules for fractions based, on fractions, or the *language* of fractions?

If a pupil cannot illustrate by objects $\frac{1}{2}$; $\frac{2}{3} \times \frac{1}{2}$; $\frac{2}{3} + \frac{1}{2}$, why should he be taught the operations? Going through the analysis without going through the *fact*, is waste of time.

What is the difference between reasoning concretely and abstractly?

Is there any difference between figures and numbers? If so, what, and how does the difference affect teaching?

What do we mean when we say that arithmetic is the science of numbers? Is it anything more than a game with figures?

Suppose we should change our notation from the Arabic to the Roman, would it be necessary to alter the language of the rules for performing the fundamental processes of addition, subtraction, multiplication, and division? What principle does the answer to this question give us?

Some time ago Col. Parker asked some one to write a practical problem necessitating the division of a fraction by a whole number. Some time has elapsed, and no one has answered the question. Isn't it about time the Colonel should receive an answer?

Why do we teach arithmetic in our schools? "To discipline the mind." "To enable my pupils to pass their examinations." "Because I must." These are a few answers we have received. But does it discipline the mind to make arithmetic teaching, tricks with figures, and not a discipline with things—real things? We deal with *numbers* when we teach arithmetic as we ought—*numbers of things*. Arithmetic is not a science of figures, yet how many make it such? At least nine out of ten. Are we wrong? Think of this, teachers. It will do you good.

Here is an easy question. How many of our readers can answer it? Show by objects that multiplying both numerator and denominator of a fraction by the same number does not alter the value of the fraction.

CHILDREN HAVE NERVES.

Children differ as to nerves as much as grown up people. A teacher who scolds the whole school will drive a nervous child almost to distraction, while the lymphatic one will hardly be able to tell what the teacher said ten minutes after he has done talking. Nervous children need a great deal of pity and forbearance. The Boston *Globe* tells of a boy ten years old who, on being vexed, and often without any apparent provocation, will clench his hands and make the most frightful contortions of the muscles of his face and head, till his poor mother fears he is idiotic. By no means. He is the brightest boy in his class at school, fond of reading and of natural history, but he is of a highly nervous temperament, and has not been taught to control the little wires, so to speak, on which he is strung. It requires great wisdom to know how to deal with such children. The *Christian Union* gives so much good advice on this subject, in so few words, we will quote what it says, for the benefit of our readers: "Never whip them, but talk to them about these curious little strings that should be made their servants, not their masters. A prominent physician in this city says the man or woman who whips a nervous child should for every blow given receive five, and is on a level with brutes that have no reason. It is our duty to encourage and help them. Be patient with them. They are the making of our future successful men and women, for they will work hard at whatever they undertake. Brace up your own nerves first, and then be indulgent toward the capers of your over-nervous children." This is good, and at no time of the year better than at the beginning of the year.

IT IS IN THE TEACHER.

The discipline found in any school has its springs in the character of the master, in the influence he establishes, and in the feelings he inspires. It depends more on the man than on his means. It is the character of the one that imparts efficacy to the action of the other. Instances are numerous of men of high attainments, and skillful as teachers, who have failed in charge of schools from inability to govern. Sometimes this may have arisen from

their low estimate of its importance, and their consequent ignorance of its principles and requirements. In other cases it is the fault of the man. His temperament, tone, manner, and character unfit him to reign. He is out of his niche.

DURING next week New York examinations for state certificates will be held in twenty-four places. A large number of applicants will present themselves and answer questions in all the branches taught in our lower and higher schools. The questions will be very thorough and fair, as far as subject matter is concerned, but it is not certain that all the successful candidates will make successful teachers. Something more is needed beyond and above text-book knowledge.

THE old maxim, "Beginning right is half ending right," is a good one to think of on the first day of school. In the first place, have a plan. Leave nothing to be decided, when school begins, that can be arranged beforehand. A principal should thoroughly know his assistants, and gain their confidence. They must be willing to do some things without at first knowing fully the reason why. Let them trust the principal from the very first. An assistant should fully know what is expected of her. This will much simplify and lighten her work. The principal should see that the school is provided with all necessary appliances at the beginning, as far as possible—reference books, crayons, paper, text-books. These are a few hints from one who is both an old principal, and an old assistant.

ISN'T it a shame that about the worst teaching in the world is found in the Sunday-school? We once heard a little young lady talking to a little class of girls religious nonsense and twaddle for thirty minutes. How shall this be changed? Here is the remedy. Teach. Teaching is always interesting. A good teacher will always draw. Christ sat, and the people came to Him. He didn't ring a bell an hour before the time he sat down and then toll it ten minutes just before he began, but the people watched for him to sit down and then they crowded around him, and "He taught them," and they listened. They couldn't help listening. Why? He was a teacher. He wasn't advertised as a distinguished D.D.; or LL.D., but as a teacher; that was all. O for teachers! The world is crying out for them, especially in our Sunday-schools.

MANY teachers are eternally asking how can I stop whispering, laughing, and giggling? Poor contracted souls, we pity you! You know no better. You are ignorant, blind, poor, and naked. Stop thinking about such miserable little nothings as whispering and roll call. Go to work straight at the human soul. It has grand capacities, immortal aspirations, sublime hopes. What a noble thing has been committed to your care, teacher! What if that child does whisper? What if she is dull? What if she is slow? Has she a spark of the immortal fire in her? Feed it, fan it, nurse it, make it blaze and burn! O, you teachers who are eternally busy about microscopic things, while you let the great things pass by! Wake up! Let a little of the Creator's love, hope, pity, and nobleness, get into your minds. Then will you see in your pupils, things worthy of better treatment than subjects for marking, examining, keeping in line, and promoting. They are not sticks and stones, but *souls, human and eternal souls!*

LET the teacher, when despondent, think of these words:

"All who have meditated upon the art of governing mankind, have felt that the fate of empires depended on the education of the young."—THOMAS ARNOLD. "I think that the influence of a good man and a good woman teaching ten or twelve children in a class, is an influence in this world and the world to come, which no man can measure, and the responsibility of which no man can calculate. It may raise and bless the individual. It may give comfort in the family circle, for the blessing which the child receives in the school it may take home to the family. It may check the barbarism even of the nation."—JOHN BRIGHT. "If we work upon marble, it will perish; if we work upon bronze, time will efface it; if we rear temples, they will crumble to the dust; but if we work upon immortal souls, if we imbue them with right principles of action, with just fear of wrong and love of right, we engrave on those tablets something which no time can obliterate, but which will grow brighter and brighter to all eternity."—DANIEL WEBSTER. "Our children are the altars in the temples of our lives; manhood's power of reasoning and calculation are sorry substitutes for their distinct consciences. He who plants a tree does well; he who fells and saws it into planks does well; he who makes a bench of the planks does well; he who sits on a bench, teaches a child does better than the rest. The first three have added to the common capital of humanity; the last has added something to humanity itself."—EDMOND ABOUT.

THE SCHOOL ROOM.

In this department will be found methods of presenting subjects and of teaching them, founded on sound principles of mental development. It is intended that they be the best (not always the *only* best), whether new or old.

WHAT SHALL WE TEACH?

With the advance in comprehending the educational situation, comes the inquiry, "What shall we teach?" This is a very proper question. The old curriculum was a strange one. First, it saw the need of certain things in life, and said, "Teach the boy to read, write, and cipher." Next it held to the tradition of the past, and said, "Teach him grammar." We are now speaking of the common school. In this formal grammar has no place.

The new conception is that first of all a boy should be educated, that this is the demand of his nature, and that his highest success will come from obeying the demands of that nature. But what are the subjects on which he should be employed? We can only know these by studying the child's being and growth. We see that he begins to get instruction as soon as he enters the world, from that best of teachers, his mother, on eight great lines:

1. HIMSELF.—His body, his clothing, his habits.
2. THINGS.—The properties and uses of things.
3. PEOPLE.—Those about him at first, and then those at distances in time and space.
4. DOING.—He lives by doing, incessant action; at first it seems aimless, afterward it has a useful end. Finally he learns to live by doing.
5. LANGUAGE.—This is a form of expression.
6. NUMBERS.—This is a form of expression, a kind of language.
7. THE EARTH.—The plants and animals are the grand sources of study for years.
8. ETHICS.—The child commences early to learn that some things are right and some wrong.

Now this foundation, fixed in the nature of the child's needs, should be carried all the way up. But what do we find? A total neglect of philosophy in laying out the child's work in the school. In the course of study for the schools of a prominent town, I find reading, spelling, arithmetic, grammar, geography, history. Instead of this it should be:

Minutes.

- 45 Language.—Reading and writing.
- 30 Object Lesson.—Experiments, etc.
- 15 History.—Stories, biography, current events.
- 30 Numbers.—The usual course.
- 15 Ethics.—Duties to God, others, self.
- 15 Physiology, hygiene, etc.
- 30 Geography, botany, zoology, etc.
- 60 Manual training, penning, drawing, etc.

Spelling will be followed all the way through.

Composing " " " " "

Ethics in the morning perhaps, short lessons.

Physiology short lessons, possibly every other day.

Manual Training daily, as: 1. Penning. 2. Drawing,

3. Gymnastics, 4. Constructing, sewing, etc.

This will give the pupil an all-sided education if it be properly done. The earnest teachers of the land must see that they have got to do something now about the New Education; they have *talked* long enough. Here is the outline on which they can practically work.

HOW TO STUDY PHYSIOLOGY.

HINTS TO TEACHERS.

At present great attention is given to physiology and hygiene. Many text-books, excellent in character, are published, within easy reach of all. In commencing this study at least two good physiologies should be owned, not borrowed or consulted in a library. Recent books are very much to be preferred, as the science of hygiene has made great advancement, especially in the direction of narcotics and stimulants. Read with pen in hand; carefully transcribe in outline what is passed over. Have a page for unanswered questions. Perhaps they may never be answered, but it will be a satisfaction to know the fact. The following synopsis will serve as a hint as to the method of outlining, as the reading progresses. Nothing contributes more to success, than orderly arrangement and persistence. A few minutes each day, sacredly devoted to one subject of study will accomplish wonders.

THE HUMAN MECHANISM.

Under which consider:—

1. The difference between organized and unorganized matter.
2. Cells and cell growth.

3. The anatomical elements.

White fibrous tissue.
Yellow elastic tissue.
Connective tissue.
Adipose tissue.
Osseous or bony tissue.
Cartilaginous tissue.
Muscular tissue.
Nervous tissue.
Membranous tissue.

4. A general view of the human mechanism.

ANATOMY OF THE DIGESTIVE ORGANS.

Under which consider:—

1. Position, construction, and design of the alimentary canal.

Mouth.
Teeth.
Æsophagus.
Stomach.
Intestines.

2. The liver, salivary glands, and pancreas.

Saliva.
Gastric juice.
Pancreatic juice.
Bile.
Intestinal juice.

3. The digestive juices.

I. THE BONES.

1. *What are they?* Use a bone of a young chicken. The soft part or cartilage hardens into solid material. Why would it not be well for the bones of children to be as hard and brittle as the bones of adults? Do children as often break their bones in falling as adults? Why? If an old man should run and jump as children do, would he be seriously hurt? Why? Soak a bone in dilute hydro-chloric acid for a few days, and notice the result. What does the acid take away from the bone? What remains? Burn a bone in a hot coal fire for several hours. What has been "burned up"? What remains? Saw from a bone a thin section and grind it until the sides are smooth. Examine the piece by a magnifying glass. What is a cell? What is "cellular tissue"? Examine a fresh bone. Has a bone blood vessels in it? Are there nerves in a bone? Are there as many as in the muscle and fat of the body? How can this be proved?

By the method indicated above, children can be taught to take a deep interest in the study of bones and bony tissue. Take an oyster, for example. The child will soon say that its bones are on the outside, while those of a man are on the inside.

2. *The use of bones.* What gives shape to the hand? Suppose there were no bones in it, what would it look like? Could it be moved? Why? Do bones move the hand? What does? This is an important point. The learner must be taught (not told) that the bones serve as attachments for the muscles. Where are they attached? This can be shown clearly by a bone on which is some lean meat. This can be dissected off, and the place of union to the bone shown. This work is essential to an understanding of the subject. By skilful questioning and teaching, a child can be taught to say that the bones give shape to the body. When they are out of joint the body shows it. In order to have a beautiful body we must have a beautiful framework.

3. *The care of bones.* Teeth are bones, covered with what? Finger and toe nails are bones; how are they different from the teeth? Do decayed teeth look well? How do they smell? Teeth should be thoroughly washed five times each day, when we rise, when we retire, and after each meal. When any decayed spot appears, go to a dentist at once. How often should finger and toe nails be cleaned? Dirty finger nails are certain signs of bad breeding and filthy habits. No child should appear at a class, or even inside a school-room, with soiled hands and dirty finger nails.

Habits of sitting and standing should be carefully guarded in youth. It is a great deformity to have bow legs or a stooped back, round shoulders, or a narrow chest. Feet, when sitting, should always rest on the floor, and the back should be supported. In writing, the desk should be of a proper height. What this is, every good teacher knows. Many children get a perceptible stoop as early as ten years of age, and parents and teachers allowing it are guilty of a great sin. We shouldn't sit and stand so straight as to lean backward, neither should we lean forward. *Sit and stand upright.* An erect form is a beautiful ornament; any one possessing

it should highly prize it. The bones should not be over-exercised, neither should they be neglected. Proper exercise is the means of securing the best results. What these are every teacher can easily ascertain. Food nourishes the bones. The best bone food for children is bread and milk. Too much sugar injures the bones. Pure air inhaled in large quantities, running, leaping, and jumping, will make them grow strong. Sleep is all important. By all means let the framework of the human system be strong, symmetrical, and beautiful. The superstructure can then be added.

THE STUDY OF HISTORY.

THE BEGINNING.

PRIMARY. THE STORY.—The object of the study of history is to create in the minds of children clear conceptions of actors and places in the past. The first thing to do is to give children an idea of the *succession of events* and how *one event is connected with and causes another*.

PRINCIPLE 1. No individual can be studied alone.

This is important and fundamental. When we say that in the primary stage of studying history, the study of men and women is commenced we mean that we study men and women in *relation to other men and women*, and in relation to *cause and effect*. So much for fundamental principle.

PRINCIPLE 2. In studying history we take (1) the individual as an *individual*, (2) the individual as a member of a *nation*, and (3) the individual as a member of the *race*. This order must be carefully observed in studying history in all grades and at all times. But at the center of all stands God, and by his side man.

"Of all human experiences God is the alpha and omega."—*Hegel*.

"The state is the human spirit as it stands in the world."—*Ibid*.

"The state exists that man may be, and know himself."—*Ibid*.

Now we come to our application to primary work—the very first steps. It matters not where we begin, but suppose we take Columbus. We might as well take Washington or Julius Caesar. Referring to our principles above we begin by telling, or reading something concerning Columbus, so as to give a vivid picture on the children's minds of *the man*. Any story will do that will give an idea of *him*, his early education, his going to sea, his idea of exploration. Eight or ten stories may be told with profit, less or more, according to the age and smartness of the class, only do not leave Columbus until the class has a clear view of him—a conception psychologists say—in their minds. Now tell stories of *his relation to the state*, how he appealed to governments, and how he failed, and then at last how he succeeded. Tell about his voyage, as was commanded by the state, and how he took possession of new countries for Spain. What he did was for Spain. He was not an individual, but an agent of the state, its authorized actor, paid by the state and acting for it. Now, third, comes the relation of Columbus to the *race*, and the whole world since his time. How his discovery affected England, Holland, and France, how other ships were sent out, and other discoveries made. But be certain nothing is told except a *story* is at its core. The story is everything, next to the order, and without a story no history can be. Remember this. Do not hurry. It is not how much, but how well, that is your motto.

Your object is (1) to create a historical spirit, and (2) to impart knowledge, but the historical spirit is worth far more than *knowledge*. Knowledge of facts gives no power; it is the relation of these facts that gives the power.

Napoleon is an excellent actor with which to begin. The same course should be pursued, (1) the individual, who he was, where he lived in his youth, how he studied. (2) His connection with the state, his early battles, failure, success again, and finally Waterloo—all in separate stories. *Nothing without a central story.* (3) His effect upon nations. France first, Germany next, and England last. Here is an outline worth everything to the thinking teacher. Such will value it; the indolent will not.

THE HIGHER COURSE.

When pupils have learned enough so as to be able to stand on a height, and look over some considerable time and space then the cause and effect method can be used but it requires considerable knowledge and judgment. It cannot be used at all in the primary course; the high school is the place for it, and it ought to have magni-

cent fruitage in the college. Would Columbus have been possible in 800 A.D.? Special forces impelling him to action. Effects of Columbus' discovery—immediate—remote. Here is a broad field; too large for immature minds, but delightfully large and beautiful for mature thinkers.

In all of this work there must be intelligent thinking, but more of this sort in the future; enough now, especially for those of our readers who earn their daily bread by thinking and not imitating.

A LESSON IN PRIMARY HISTORY.

By HENRY G. WILLIAMS, Willettsville, Ohio.

It was review day for my primary history class. Not a stereotyped, cut-and-dried review day, but one of those occasions which, in a well taught school, are always liable to come when most needed, but least expected, and stop with one or two recitations. This class had been studying history but a few weeks. None of its members had books, and but few had primary geographies. Geography and history should go hand in hand until the child has learned the primary points in the geography and history of his own country. The most zealous students of history I ever knew were those, the historic galleries of whose minds had been set on fire by a year's oral instruction, enlivened by many a short but true story, told in language such as children can readily understand.

The following is an accurate report of a lesson recited by my class in primary history.

Teacher: (Pointing to a wall map.) What is this? (All hands go up.)

Nellie N: It is the United States.

T: How many of you (several hands go up)? No, you are a little too fast. Please do not raise your hand until I have finished my question, and not then if you cannot answer it. How many think Nellie gave the best answer to my question? (One hand raised but soon taken down.)

T: Everett, you may tell us what this is?

E: It is a *map* of the United States.

T: Very well, Nellie was only thinking of this grand, good country in which we live, instead of the *map* to which I referred. Where do you live, Russell?

R: I live in Ohio. (Pupils are taught to give answers in full sentences, unless the questions are not leading.)

T: What do you say, John?

J: I live on the Western Hemisphere.

T: Mabel?

M: I think we all live in Willettsville.

T: Nellie, what do you say?

N: I live in Willettsville, Highland county, Ohio.

T: Nellie's answer is very good. Can any one add anything to this answer? Claud, may try.

C: I live in Willettsville, Union township, Highland county, Ohio, United States of America.

T: A lengthy answer but true. Now let us all repeat that answer. (Class repeat it in concert.) You may all answer the questions I am about to ask, except when I signal to hold up your hand.

(This was followed by a rapid review on such topics as the following: Area and population of the township, officers of township, area and population of the county, number and names of townships in county, number of counties in state, products, manufacturers, and places of note in township and county, five largest towns in the county, oldest town of the township, and of the county, noted schools in county known to the class, first settlement in the state, first and present capitals of the state, first and present governors of the state, governors born in the county, presidents born in the state, area and population of state, places of note and historic interest, and boundaries of township, county, and state. Accurate maps of township, county, and state had been drawn in colors upon the board for former lessons. The pupils had done their best in trying to copy these into their note-books.)

T: Very well done. But I want three good volunteers to go to the board to-morrow morning, and each one draw with these colored crayons one of the maps I have spoken of. Besides showing their shape, I wish you to bound them properly, locate their most important towns, and trace the principal streams of water. Glad to see so many volunteers. They are usually the best soldiers. Ollie may draw the township map, John the county, and Mabel the state. But we will proceed with our lesson now. How many of you are able to tell me the name of the first permanent English settlement made in the United States? Willie.

W: It was Jamestown.

T: Where was Jamestown, class?

C: On the James river, in Virginia.

T: How many of you found Jamestown on the maps I gave you yesterday? (No hands raised.) Nellie, what did you find?

N: I couldn't find anything.

T: (Seeing a hand raised.) Well, Sherman, what have you to say?

S: There was no Jamestown on *my* map.

T: Why is it not on the map, do you think?

S: I think it must be too small to be worth naming on the map. Think there were too many "gentlemen" in the colony to build a very big town.

T: That is not quite the reason. There has been no Jamestown on this river for over two hundred years. If you were to go to this place, (pointing on the map) you would see part of the ruins of an old stone church, the only thing that marks the place where Jamestown stood. (Teacher opens a book and shows the class a picture of the old town.) A long time ago the people who lived at Jamestown set fire to their own houses late one evening, and burned the town to the ground. Who was the wisest man in the colony, Everett?

E: Captain John Smith.

T: What did he tell the colonists, Willie?

W: He told them that if they would not work they should not eat.

T: Were there any women in the colony, Mabel?

M: I suppose so, because they would need women to do their cooking and keep house for them.

T: Nellie what do you say?

N: I think I read that they were all men.

T: Yes, they were all men, and only a dozen in the whole one hundred were common laborers. Some were married men, but they had left their families in England. These men had not come to this country with the aim to stay and try to make a state, but they expected to get real rich, and then return to England. Who can tell me how they expected to get this wealth, Willie?

W: May be they thought they could cheat the ignorant Indians.

T: Let us hear from John?

J: I think you told us the other day that people in Europe thought there was a great deal of gold in America.

T: That was it. They thought they had found gold, but it was not gold at all, only something that looked like this (showing the class a stone containing mica). These bright particles are called *mica*.

(Let questions be asked about the "starving time," and other interesting events connected with the history of this settlement in the same manner as the other questions have been presented.)

RULES FOR THE CARE OF THE EYES, ESPECIALLY IN CHILDREN.*

When writing, reading, drawing, sewing, etc., always take care that :

(a.) The room is comfortably cool, and the feet warm;

(b.) There is nothing tight about the neck;

(c.) There is plenty of light, without dazzling the eyes;

(d.) The sun does not shine directly on the object you are at work upon, or upon objects in front of you;

(e.) The light does not come from in front; it is best when it comes over the left shoulder;

(f.) The head is not very much bent over the work;

(g.) The page is nearly perpendicular to the line of sight: that is, that the eye is nearly opposite the middle of the page, for an object held slanting is not seen so clearly;

(h.) That the page or other object is not less than fifteen inches from the eye.

In any case, when the eyes have any defect, avoid fine needlework, drawing of fine maps, and all such work, except for very short tasks, not exceeding half an hour each, and in the morning.

Never study or write before breakfast or by candle-light.

Do not lie down when reading.

If your eyes are aching from firelight, from looking at the snow, from overwork, or other causes, a pair of colored glasses may be advised, to be used for a while. Light blue, or grayish blue, or a light smoke-color, is the best shade; but these glasses are likely to be abused, and usually are not to be worn, except under medical advice. Almost all those persons who continue to wear colored glasses, having perhaps first received advice to wear them from medical men, would be better without

them. Traveling venders of spectacles are not to be trusted; their wares are apt to be recommended as ignorantly and indiscriminately as in the times of the "Vicar of Wakefield."

If you have to hold the pages of *Harper's Magazine* nearer than fifteen inches in order to read it easily, it is probable that you are quite near-sighted, or possess imperfect vision. If you have to hold it two or three feet away before you see easily, you are probably far-sighted or over-sighted, hypermetropic; meaning by each of these terms a condition in which the range of perfect vision is more distant than normal from the eye. In either case, it is very desirable to consult a physician before getting a pair of glasses, for a *misfit* may permanently injure your eyes.

Never play tricks with the eyes, as squinting or rolling them.

The eyes are often troublesome when the stomach is out of order.

Avoid reading or sewing by twilight, or when debilitated by recent illness, especially fever.

Every seamstress ought to have a cutting-out table, to place her work on such a plane with reference to the line of vision as to make it possible to exercise a close scrutiny without bending the head or the figure much forward.

Usually, except for aged persons or chronic invalids, the winter temperature in workrooms ought not to exceed 60° or 65°. To sit with impunity in a room at a lower temperature, some added clothing will be necessary. The feet of a student or seamstress should be kept comfortably warm while tasks are being done. In winter the temperature of the lower part of the room is apt to be 10° or 15° lower than that of the upper, a condition which implies improper arrangements for heating.

It is indispensable, in all forms of labor requiring the exercise of vision on minute objects, that the worker should rise from his task now and then, take a few deep inspirations with closed mouth, stretch the frame out into the most erect posture, throw the arms backward and forward, and, if possible, step to a window or into the open air, if only for a moment. All this pre-supposes good health and discretion. Two desks or tables in a room are valuable for a student, one to stand at, the other to sit at.

A few remarks upon the lighting of rooms are here in place.*

The walls may be colored a light green or a neutral gray; the ceiling had better be white, as reflecting more and purer light. No paper is admissible; it is commonly a mere refuge of sluttishness. Blackboards ought not to be placed between or next to windows, for the simple reason that it is hard to read when facing a strong light. There will be three sides of the room, or in any case two, for blackboards, under the proper plan. The sides of the room are wainscoted up to the level of the blackboards; in the entries the wainscoting may properly be carried to four feet and a half for reasons of cleanliness.

The windows ought to open directly upon the outer air. No room for study is properly lighted otherwise. A transom window is to be placed over each door. To protect from excess of light, inside folding-blinds with rolling slats are very satisfactory; they throw the light up or down at option, and they admit fresh air in summer without noise, while curtains are likely to get injured in a high wind.

It is perfectly feasible to get an abundance of light, if care be taken. But the requirements made by sanitary science in this respect are very strict. Fortunately they can be fulfilled without great expense. An ordinary dwelling-room cannot usually be considered adequately lighted for school purposes. For ordinary uses it is sufficient for the occupant to move his work near a window when he has a difficult bit to do; but a scholar must have a perfect light, wherever in the room he sits.

* From a paper by the author in the *Santarian*, November, 1876.

+ Paint, whitewash, or hard-finish is good.

A PHILADELPHIA optician says that many of the worst cases of defective eye-sight which he knows are due to the habit of chewing gum. The constant chewing affects the nerves that lead from the spine to the optic nerve. He often has cases of young girls whose failing eyesight is due entirely to this cause. Besides that, their eyes lack life and brilliancy.

Children should be trained to a conscientious regard for and obedience to hygienic law. They should feel that laws of health are sacred, and that they ought not to do what in any degree impairs or threatens the health of the body. They should cultivate a high ideal of health, its beauty, its power, and its usefulness, and withal cultivate an ambition toward physical as well as moral perfection.

* See *Journal of Social Science*, No. VIII.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work, in geography, history, etc. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

THINGS TO TELL PUPILS.

ELECTRICITY.—The possibilities of electricity are great. An electrical locomotive weighing four tons is pulling a train of cars on the Ninth avenue elevated road in this city with as much force as a steam locomotive weighing twice as much. Every first class steam-boat is lighted by electricity, and the principal streets in all our great cities are made as bright as day by the same force. This is not all. The possibilities of the phonograph, telephone, and telegraph are wonderful. In a hundred ways, yet not thought of, electricity is certain yet to minister to the wants of the world. Here is a field for the inventor.

ALUMINUM.—Superintendent Powell, of the United States Geological Survey, recently said: "Aluminum may yet revolutionize the world. Isn't it a beauty? Why, there is aluminum in every clay bank, in every plain, in every mountain side. It is present in earth everywhere. There are to-day as many chemists devoting their days and nights with a view to discovering processes by which aluminum may be furnished to the public cheaply, as there are scientists delving into the possibilities of electricity. I've known the time when the metal was more precious than gold. Then it fell to eight dollars per pound; now it is two dollars per pound. This fall in cost has been reached by the discovery of new affinities which cheapen its production. When it reaches a cost of twenty-five cents a pound it will be generally used. It is about as light as oak wood, four times as light as iron, and has more resistance than the very best steel. It will be used in the construction of houses, superseding wood, stone, or brick. It will take the place of iron and wood in ship-building. Only think of a ship constructed of a metal that will not sink in water. The ocean steamer of to-day, built of iron and wood, will be as a canal boat compared to a vessel made of aluminum, which will fly as a bird over the waves."

Here is another field for the inventor. Some boy who learns to think will make aluminum as cheap as coal, and then think of the consequences! A business revolution will certainly result.

ARTIFICIAL ICE can be produced now at a low price, but the process by which it is manufactured can be turned to a thousand uses, as the cold pressing of oils, cold storage-rooms, refrigerating cars, etc. It is probable that a self-acting refrigerator will soon be invented that will act by the heat of a small lamp, and keep a chamber constantly below the freezing point. When anhydrous ammonia is changed from the liquid into a gas, heat is absorbed, and when the gas is converted into a liquid again heat is evolved. In these changes there is little or no loss of ammonia. There seems to be no reason why this fact cannot be made to apply to small refrigerators as well as large ice-making machines. There is, at any rate, room for thought here, which we commend to teachers and their pupils.

The watchword of the age is *improvement*. We study the past only to learn how to improve upon the present. Observation and thinking pays; rote work never did and never will!

PATRIOTIC SELECTIONS.

The following selections may be used on Friday afternoon for declamations.

I.

In all the attributes of a great, happy, and flourishing people, we stand without a parallel in the world. Broad, we enjoy the respect, and, with scarcely an exception, the friendship of every nation; at home, while our government quietly, but efficiently, performs the sole legitimate end of political institutions, in doing the greatest good to the greatest number, we present an aggregate of human prosperity surely not elsewhere to be found.

—MARTIN VAN BUREN.

II.

Americans! let us pause for a moment to consider the situation of our country at that eventful day when our national existence commenced. In the full possession and enjoyment of all those prerogatives for which you then dared to adventure upon "all the varieties of un-

tried being," the calm and settled moderation of the mind is scarcely competent to conceive the tone of heroism to which the souls of freemen were exalted in that hour of perilous magnanimity.

—JOHN QUINCY ADAMS.

III.

How they shouted! What rejoicing!

How the old bell shook the air,
Till the clang of freedom ruffled
The calmly gliding Delaware!
How the bonfires and the torches
Lighted up the night's repose,
And from the flames, like fabled Phoenix,
Our glorious liberty arose.

—ANONYMOUS.

IV.

The leaven of pure patriotism, as the basis of true national success, was the energizing force which gave to the best statesmen, leaders, and teachers of Greece and Rome their exemplary place in human history.

V.

The principles of revolution were not the suddenly acquired property of a few bosoms; they were abroad in the land in the ages before. They had always been taught, like the truths of the Bible; they had descended from father to son, down from those primitive days when the pilgrim, established in his simple dwelling, and seated at his blazing fire, piled high from the forest which shaded his door; repeated to his listening children the story of his wrongs and his resistance, though the wild winds and the wild beasts were howling without, that they had nothing to fear from great men's opposition and the bishop's rage.

—FRANCIS WILLIAM PITT GREENWOOD.

USE OF "NOTABLE EVENTS."

Dr. Samuel Johnson was asked by a fond father, a day laborer, whether he should not set his son to studying Latin and Greek, supposing that the son was a genius, and that the study of Latin and Greek was the proper means for a genius to employ. "No, sir," was the reply. "Why would you set him to find out what the ancients did, when he doesn't know how the people he sees every day get a living?" There are many who read history with minute care that have no knowledge of present events. By this we do not mean to urge a greater reading of newspapers—quite the contrary; there is too much reading of newspapers already.

We mean that the pupils of our schools should know the notable events of their time. We do not mean that the newspaper should be taken into the school-room, as some advocate. There are many reasons for this; mainly, the teacher has too much to do to have a class in newspapers.

But this he should do—acquaint his pupils with the notable events of the time. These will be found in the pages of the JOURNAL.

The way to use them is as follows: Select a class of boys and girls for the week, five in number. Appoint them to give the "notable events." On Monday ask, "who can give any events of importance?" One of this class rises in his seat and says, "The Shah of Persia is visiting England." Other pupils are called on to discuss this subject. It may be written on the blackboard.

Why is this notable? Does the Shah visit outside of his country? What will be the effect? What of Persia? How does it differ from England? etc., etc. All of this must be compressed into a small space of time, and not interfere with the work of the day.

The object is plain; it is to *render the pupils intelligent concerning their own times*. The older ones need to be directed concerning their reading. This will aid them. Instead of reading the mixed-up events of the newspaper, they will be led to discriminate, and to pass by the prize-fights, the horse-races, the murders, etc., and to look at the great, striking events that mark our civilization.

It is desirable to encourage the writing down of these events; they should be few in number, say one or two per day.

The teacher should make *few* remarks; he should aim to show:

1. The growth of the earth in knowledge and civilization.
2. The importance of knowledge, civilization, religion, etc.
3. That ignorance, vice, and unhappiness are closely connected. All this is illustrated by the events.

Finally, never have these tiresome. Always stop when *they are interested*.

THE TIMES.

COLOGNE CATHEDRAL STRUCK BY LIGHTNING.—The big stone cross on the south tower of the Cologne cathedral, was struck and smashed by lightning recently. Great pieces of it fell to the pavement with such velocity that they were crushed to powder. This is a noted cathedral. What other cities of Europe have cathedrals? What is their style of architecture?

MR. STEVENSON TO VISIT THE CANNIBALS.—Robert Louis Stevenson, who is still in the South seas, says he intends to visit the Ellis group of islands. The natives of these islands are cannibals. What books has Mr. Stevenson written? Tell what you know about his famous allegory.

Poisoned by EATING TOADSTOOLS.—The Wyde family of New City, Rockland county, ate at dinner what they supposed were mushrooms gathered from the fields near by. Soon afterward four members of the family were taken ill. One daughter died from the effects of the poisoning. What is the difference between toadstools and mushrooms?

HUNTING FOR PEARLS.—Several pearls of considerable value have been found at Albany, Wisconsin. The people are excited, and business has been practically suspended. During the last week it has been impossible to get men to work on the streets. At Evansville, on the Rock river, a pearl was found in a clam shell picked up there, which was estimated by local jewelers to be valuable. Why are pearls valuable? What gems are worth more than pearls? Where are they found?

ANCIENT SKELETONS FOUND.—A few days ago a blast was fired in a mine in the Aspen mountains, Colorado. When the men returned to the spot they found that the blast had broken into a cave, which was explored. Going in a few feet they found the walls covered with crystallized lime and lead that glittered like diamonds. Here and there little stalactites hung from the ceiling. The lime formation resembled lace and frieze work of wondrous beauty. In one chamber a miner was astonished to find the body of a boy. The head was resting on the knees, and the arms were drawn around the legs, Indian fashion. A stone bowl and axe were found beside the figure. The body was well preserved, but in trying to lift it one arm broke off. Other bodies in different attitudes were found in the chamber, but when disturbed they crumbled. How do you think these skeletons happened to be in this cave?

TURKEY THREATENS GREECE.—It is reported that the Sultan has notified Greece that he will regard an attempt by that country to land troops or incite rebellion in Crete, as a cause of war. None of the powers will support the policy of the Grecian prime minister. The grand vizier of Turkey charges that Greece is stirring up riots in Monastir and Rethymo. What sort of government has Turkey? In what respect do the Turks differ from the other nations of Europe?

DISTINGUISHED ORIENTAL VISITORS.—Among our distinguished Oriental visitors in New York, are Count Yamagata, from Tokio, Japan, and Li Ching Fong, from Pekin, China, each accompanied by several high officials. The Japanese minister and his party, wear garments of the American style, while the Chinese dignitaries are attired in the flowing robes of their country. These two nations make a splendid display at the Paris exposition, and they should be induced to do likewise at the American exposition in 1892. What articles do we get from China? From Japan? In what branches of industry do they excel?

AMERICAN "SHEAF BINDERS" AWARDED PRIZES.—The first "sheaf binder" trial ever held in Germany took place recently at Hildesheim, Hanover. America was first and second, the first prize being awarded to the Wood machine, with the McCormick second. Howard's steel binder was third. Johnstone, Massey, Osborne, Samuelson, and Howard's wood binder also competed. The machines were tried in wheat, one after another. Afterward each was made to operate on a plot of two and a half acres, against time. The Wood completed its plot in one hour and fourteen minutes. How did the world derive benefit from the invention of reapers and binders?

HEMP RAISING IN THE BAHAMAS.—Within the last few weeks more than 50,000 acres have been bought in the Bahamas by British and American capitalists, to be devoted to raising sisal hemp. The Bahamas had for some time lost all their commercial life, but the discovery that hemp would flourish there has wholly changed their prospects. What is the climate of the Bahamas? What other crops are raised there besides hemp?

"I have met over 60 people cured of dyspepsia by Hood's Sarsaparilla," says a traveling merchant.

CORRESPONDENCE.

PRONUNCIATION OF SPOKANE.—How do you pronounce the word Spokane? R. G. P.

It seems to have a variety of pronunciations. In the West generally, the *a* is long. Robert J. Burdette has been asked the same question evidently, for he says:

The tenderfoot, way down in Maine,
Speaks of the fire out in Spokane.

And nearer the slope of the Alleghany,
They say, "Bad news this, from Spokany."

But out in Wyoming, the native man
Says, "That was a scorcher down in Spokan."

THE GULF STREAM.—What is the cause of the Gulf stream? G. L. C.

W. S. Howard who has been for many years connected with the Coast Survey, thinks that the moon affects the Gulf stream, and that the current is controlled absolutely and arbitrarily by that body, that is, in its velocity.

He says: "The source or beginning of the Gulf stream, established by careful scientific observation, extending over a period of two years, is at a point between Fowey Rocks, Florida, and the Gun Cay, on the coast of the Bahamas. At this place, in 498 fathoms of water, we anchored, and for months devoted ourselves to a careful study of the great ocean river.

The greatest velocity noted was generally about nine hours before the upper transit of the moon. The average daily currents vary during the month, the strongest current coming a day or two after the greatest declination of the moon.

The point of beginning of the Gulf stream (determined by fixing the position of the strongest surface flow) is eleven and a half miles east of the Fowey Rocks lighthouse. The strongest surface current found here was five and a quarter knots per hour, the least one and three-quarter knots, and the average three and six-tenths knots. The wind has no effect upon the velocity of the stream, and does not change the axis of the current. The surface current, it was noticed, has much higher velocity than the sub-surface.

As to the cause he says: "It might be, for aught any one could say to the contrary, the mouth of a great river, with its source deep down in the bowels of the earth, among those everlasting fires that scientists tell us are continually burning there. The superheated water gushing to the surface of the ocean, at that depth with a power that cannot be estimated, would be apt to displace the chilled and heavier water of the ocean, and, with an initial velocity of nearly six miles an hour, would certainly clear for itself a pathway through the ocean, until chilled and rendered inert by the frozen waters of the Arctic seas.

Again, it may be that we were anchored over an immense and ever-active volcano which, in no way crippled by the constant influx of the cold ocean water, into its yawning crater continually, with a power that human thought cannot measure, hurls back the heated waves, and this repulsion, going on day after day, and year after year, for a period of time that has not yet been fixed by observation or deduction, has increased the volume of the at first puny geyser, until now it has become a fixed and well founded current, differing in color and temperature from the water that surrounds it, and with a sweep and stretch that extend over thousands of miles."

SHALL WE TEACH GRAMMAR?—I would be glad of more information on the subject of teaching grammar? I have a school of forty pupils. The oldest read in a Fourth Reader, and have arithmetic, usually getting through percentage. Now shall I put them into grammar? Their parents expect it, and it has been the custom of the school. I am not in favor of it. What is the best course to pursue? C. ELLIS.

If it is a question of policy, perhaps you'd better form a grammar class; it is not wicked or immoral to teach grammar if you do it right. If it is a question in which the good of the pupil is the consideration, then you will not take up the time of pupils of an immature age with grammar. That is a study for young men and women in the secondary or high school stage of instruction. It is desirable to teach the pupils to classify words (to point out which are nouns, &c.), and it is an educative exercise too. This you can do with or without books—the latter plan is growing; it is the plan in New York City. Parsing in the old fashioned way is played out in primary and advanced schools. The old plea that the study of grammar enabled the young student to speak, and write correctly, is now laughed at. It was supposed that "I seen you" would not be employed by good parsers; but it was all the same. This shows the need of correcting the bad English of our pupils, and not the need of teaching grammar. The really bad English of the pupils is limited to about a dozen forms. Let the teacher correct and recorrect these, simply giving the correct form. Let him teach the use of capitals, and punctuation (in an elementary way) let him teach how to classify words, and the pupils have all the grammar they will need until they reach the high school.

A HOME-MADE ENCYCLOPEDIA.—Will you please tell me how to make a home-made encyclopedia? TEACHER.

Any school can become the possessor of a valuable cyclopedia with a little trouble. Utilize newspaper clippings. Get the government reports which are sent out to so many men; take out two leaves in every three, or, if you paste only on one side, every other leaf. Have a book for each important subject like geography, history, biography, and let all the pupils contribute to the filling of these volumes. Index it as you go along if you wish, but it is not necessary. Perkinsville, Vt.

B. H. ALLBEE.

COLLECTING PAY.—Can a teacher collect pay for time lost (five weeks) while the school was closed by the board of education on account of an epidemic? J. S.

That depends very much upon the action of the teacher, and the contract, &c. If you made a contract to teach 20 weeks, for example, and the school was closed by order of the board for five weeks, and you assented to it, and went away, (and possibly engaged in other work) you would not, to say the least, have a strong claim for pay. But if you remained and declared yourself ready for work at any time, and was prevented from work by the action of the board, you would have a good claim for payment. We should advise you to state the facts to a lawyer and ask advice.

THE THREE R's.—What is the meaning of the "Three R's"? M. S. B.

Reading, writing, and arithmetic. We supposed everybody knew that.

CORRECT PRONUNCIATION.—I have been informed that it is correct to pronounce *ate* as though it were written *et*. Tell me which method is sanctioned by the best usage. G. B. P.

The information is correct in part. All the authorities agree that the preterite of the verb eat is *eat* or *ate*. The former is pronounced *et*, the latter *ate*. The best English authority, Smart, says that *ate* is obsolescent in the best English circles.

TEXT-BOOKS.—Will you tell me what text-books or publications would be of service to a teacher who wishes to take a class of children from six to twelve years of age into the fields and woods to study directly from nature? A. A. R.

There are no better elementary books on natural science than Miss Arabella Buckley's *Life and her Children*, (insects), and *Winners in Life's Race* (vertebrates). The reading of these books supplemented by study in the fields and woods, would do much to make children familiar with the rudiments of natural history, especially if they were directed in their studies by a wise and competent teacher.

GETTING MONEY UNDERHAND.—I would like to know if it is an honorable thing for a principal of a school to take money, a percentage I mean from an agency, for getting an assistant teacher? It seems to me like getting money underhand. The principal of the school here is suspected of getting a percentage on three of his teachers, perhaps a hundred dollars in all. Is it the right thing to do? QUEENS.

It certainly is not only wrong, but decidedly out of place. It is an act a man would not like to have a community know of. It is an act too that gives that agency a hold on him that he cannot easily shake off. He will feel the grip of it all his life; he will be asked to do some other act next that has a darker color. We urge every teacher to look well to his ways in these things. That agency will let that matter become public, and then he will have to leave his place. Better be honest, though poor.

AS TO ARITHMETIC.—Should every example in arithmetic be illustrated concretely? C. L. N.

It is not necessary that every example in arithmetic should be illustrated concretely. It would be difficult to show by a drawing how many square rods there are in a field 182.75 yards wide, and 27,175.95 feet long. The point for the teacher to determine is: Does the pupil understand the principle? If he does, he can show it by a simple example; if he does not, then a very easy problem will reveal the fact as well as a more difficult one. In long division many pupils stumble when asked to explain *concretely* what they do when they "bring down" a figure, in order to form a new dividend. The principle can be shown by an example in short division, as well as by one in long division. We should seek for fundamental principles, not puzzling "sums."

In Vermont a number of years ago an educational celebration was gotten up. Here is one of the verses sung. It is good and true, especially the chorus:

If anything on earth can make
A great and glorious nation,
It is to give the little ones
A thorough education.

Chorus: Five times five are twenty-five,
Five times six are thirty;
Five times seven are thirty-five,
And five times eight are forty.

In 1722 the art of boxing in public was practiced by women as well as men. In a paper we find one Elizabeth Wilson challenges one Hannah Jackson to box with her for three guineas, each woman to hold a half crown in her hand, and the one who first drops the money to lose the battle. To this the said Hannah responds that she will not fail to be present, God willing (I) and do her part.

In 1880 we have got so far along that the champion boxer has to go to jail. Don't say there is no progress in moral sentiment.

GERMAN NATIONAL TEACHERS' ASSOCIATION.

By L. SEELEY, Ph.D.

At this time when educational journals are full of proceedings of our own National Teachers' Association, and various state associations, a word from the twenty-eighth German National Association, just closed at Augsburg, will be of interest to the readers of the SCHOOL JOURNAL. This association, comprising delegates from all parts of Germany, including Austria, Switzerland, and Finland, Protestant and Catholic, was the gathering of the strongest representatives of school thought and educational impulse, especially of all schools below the university, throughout this great nation. It was a dignified body of earnest, thoughtful men, who are seeking the betterment of the schools, and who recognize that there are open to them innumerable avenues of improvement in their system of education, and in methods of instruction. Germany has undoubtedly the best system of education, the finest trained teachers, and the best schools in the world. It really seems to me that if German teachers find so little cause to boast, and so many means of improvement of their schools, it is time that we stop boasting of our school system, "the pride of America," and more earnestly seek its improvement. Perhaps the most remarkable address of the session, was by Mr. Weichsel, a teacher from Würzburg, on the "Improvement of the German Volksschule." The speaker held that France, since 1870, had made greater progress in education than Germany. One point of weakness he found to be the wide breach between the lower and the middle schools. The lower schools do not go far enough in their requirements. They give too much that is unpractical and useless. They are not abreast with the times. The middle schools are beyond the reach of the masses, and yet many parents make great sacrifices to enable their sons to complete the course of these schools in order to escape the three years of military service. I may say boys who complete the course of the *Lehrschule* or the *Gymnasium*, which are meant by the term "Middle Schools," have but one year of military service, while those who have had only the Volksschule course of eight years, must serve three years. The intent of the middle school is to fit for the university, and as many take the course simply to escape the long service, and never think of going to the university, it was held that there is something wrong in the system. The training, thus obtained by many in the middle schools, does not fit for the professional walks of life, in that it does not go far enough, while it unfit for the commoner walks of life in that it goes too far. To Americans, who give their children the very best possible schooling as preparation for any and all walks of life, the idea of too much education will seem rather peculiar: but the German with all his class distinctions must not enter upon a vocation below that to which he is educated. Thus, a large class of young men are left in a position which almost unfit them for any condition of German life. The speaker urged most strongly, and his remarks met with almost unanimous approval, that the solution of the problem lies in the introduction of manual training, and the ennobling of manual labor. The schools must have more practical work, and the most practical of all is found in manual training. The meeting resolved unanimously, after discussing the paper, "That the educational requirements of the present, practical, business, and political age, upon a large portion of the youth, are more than the general eight years' Volksschule course furnishes. Therefore it is a pressing necessity that a middle school shall be established, which shall meet the demands of practical life." This certainly is a most important stand for German teachers to take. The Germans are given to speculation and theorizing, and any movement looking to more practical activity is of the utmost importance.

The moderator of the association remarked in closing the session: "It is necessary that the teachers of Germany work together in spirit and intent. One must not think that we discuss school questions in the interest of the teachers; but our fundamental principle is, *the school above everything; the school is the end for which we work, the teacher is only the instrument.*" This is a grand sentiment to which every American teacher can heartily respond, Amen!

Life is made of smallest fragments,
Shade and sunshine, work and play;
So may we with greatest profit;
Learn a little every day.

EDUCATIONAL NOTES.

WE receive news of what is being done in the schools, from wide-awake and earnest friends in all parts of the country, but we do not get all we want. There are many teachers who, though they have been at work ten or more years, have never yet taken the trouble to send us a newspaper containing a discussion of any educational topic. We only use a part of the news we get, for want of room, yet we want it all the same, that we may know the current of thought and what is being done. Marked newspapers, or clippings that tell the paper they are cut from, are always welcome. We like to know who sends these too; that can be marked on the wrapper. While there is no money to be made by thus bringing the news before us, a positive benefit will be conferred upon the profession at large.

THE *Advance*, of Chicago, says: "Here in Chicago is a principal of a grammar school who tells a large class of boys and girls that the histories of the Old Testament are no more to be believed than the stories of Hercules and other characters in Grecian mythology. And in one of the high schools a teacher exclaims to a still larger class, 'Why you don't believe all the Bible says, do you?'"

MISS KATE DREXEL, the wealthy young Philadelphian who recently entered the convent of the Sisters of Mercy, on Webster street, in that city, has decided to build a college for the exclusive use of colored people. She has given \$25,000, and has agreed to pay the salaries of a pastor for a church and teachers for a school, which will be located in Philadelphia. A chapel and school building will be built as rapidly as possible, and the work among the colored people, which has already been well commenced in the Quaker City, will be prosecuted with vigor.

SECRETARY MELVIL DEWEY, of the New York State Board of Regents, Albany, has made a great change in the New York state library since he took hold of it. We hear he is going to Europe to study the way they conduct their libraries there, and apply his added knowledge to our library at Albany.

Two graduates of the University of Pennsylvania are endeavoring to raise \$10,000 with which to guarantee for three years the salary of a professor of the history and science of education in the university, and Prof. James MacAlister has submitted to the provost a statement of the requirements of a proposed department of pedagogics in the university.

The current is certainly tending towards professional training. Why could not the National Educational Association found a professorship?

THE normal department of the Norwich Free Academy will open on September 11, under the direction of Mrs. Sara D. Jenkins, with the co-operation of superintendents Bishop, Balliet, and others. It occupies a field distinct from that of the state normal school—at the same point of advancement as that at which the academy receives them. The normal department of the academy requires of candidates the completion of the academic course, or equivalent of this training. A course of one year is, therefore, found of sufficient length. The normal department of the academy offers professional training to girls who wish a thorough training for the teacher's calling in a one year's course.

The new charter of Jersey City provides that one-quarter of the money received for liquor licensees shall be devoted to building schools. This will make about \$50,000 available for that purpose each year. The need for additional school accommodations is so urgent, however, that Mayor Cleveland sent a letter to the board of education suggesting that the next legislature be asked to authorize an issue of \$300,000 of bonds, to run not more than ten years and draw interest at 4 1-2 per cent., the proceeds to be devoted to building new school houses and rebuilding old ones wherever needed. The excise receipts are to be pledged for the payment of the principal and interest of the bonds. It is possible to make the devil do something, once in a while, towards repairing the mischief he creates. The want of adequate school accommodations has been for many years a great drawback to Jersey City.

The cities of the state have, in nearly every instance, school systems which are governed by special legislative enactments. These special acts commonly authorize the board of education to certify the qualifications of teachers. I think this a mistaken policy. The power to determine the qualifications of teachers should only be entrusted to persons of proved competency for determining such a question intelligently, so far as it is practically possible to do so. Where that cannot be done, it should be done through a system such as is now in operation in the commissioner districts. In no case should the same officers who employ teachers be given the power of certifying their qualifications. All cities have professional superintendents who might very properly be fully entrusted with this prerogative in nearly every case—as indeed they might in all cases, provided they did not hold their positions at the pleasure of the board. If certificates were only issued to persons completing a prescribed course in a professional training school or class, the arrangement would be reasonably safe. In any event there is no manifest reason why the system of uniform examinations should not be generally extended to all the cities of the state. It could be adapted to their circumstances without difficulty. It has already been adopted, and is in operation in Elmira, Schenectady, Rome, and Ithaca. The matter is being considered elsewhere with the likelihood of much farther extension. If some such step is not taken the time will come when all of the best and most progressive teachers will not be found exclusively in the cities.

From the report of Superintendent A. S. Draper, 1889.

SUPT. J. M. GREENWOOD, of Kansas City, never wrote a better thing than when he said:

The evidences of dry rot, an insidious disease, appear under many disguises, but their tendency is always in the same direction, and it leads inevitably to the same result, *mental decay, and brain atrophy*. I will indicate a few symptoms; first, that of the technical grammar fiend, who will spend months discussing the verbs, "went" or "drank" in the sentences, "The dog went mad;" or, "He drank a bottle of wine." When a principal will waste years of his life upon such tiny matters, we are forced to exclaim that "a little learning is a dangerous thing." Sometimes accompanying the grammar disease is that of "catch questions in arithmetic," which branch off into circle squaring and perpetual motion. Under such circumstances it is clearly the duty of the superintendent, or some other friend of the victim, to help him to get rid of the predominant idea, and put him on the main track of life, and set him moving in other lines.

Corey attends all the meetings, at least we always see him at the New York State Association and the National Association. He never speaks in meeting time, but gets off some good jokes afterwards. When asked what he thought of meetings in general, he said, "They remind me of a story of Prof. Pell (I guess that's it), of Oxford, who got some good wines, and who invited all the faculty to taste them. They bestowed praise on each kind as it came on, but one was served they didn't like. 'Why,' says Prof. Pell (I guess that's it), 'you liked each of the wines separate, and so I mixed them, and the mixture you don't like.' So, individually, you are good men, but when you act together you are fools. This is one of Mr. Page's stories." Pretty good, brother Corey. May you live long to look on at the meetings.

In Jamestown, N. Y., Mrs. Daniel Griswold and Mrs. N. R. Thompson have been elected members of the board of education. This is a good thing. Women will help on the progress of education.

The cornerstone of a new building of St. Mark's school, in Southborough, Mass., was laid recently. The building will cost \$225,000, and will be one of the finest private school buildings in the country.

There is no reason why good private schools (so called) should not flourish. Some have contended there is an antagonism between them and the public schools. This is not so. The reason why private schools exist is because in them the teacher is free to teach the best that she knows.

NEW YORK CITY.

Among the educational institutions of New York City, the House of Refuge holds an important position. The boys' school is under the immediate supervision of Mr. E. H. Hallock, principal, who has eight assistant teachers; the second, or junior division is under the charge of Chas. W. Manchester, and six assistants; the girls' school in charge of Miss Mary A. Latham and two assistants. The boys' school has nearly 600 pupils in attendance, and the girls' less than 100. The studies pursued are the same as those prescribed for the city schools, and although contesting with many difficulties the teaching is remarkably successful, as we learn from the reports of the assistant superintendents. During the year manual training was introduced into the schools, and with very successful results, the boys taking hold with great enthusiasm. In the girls' department cooking has been taught, the pupils being delighted, also, with sewing. The garments worn by them are made by the girls of the school. Of the inmates 319 have been returned to their friends during the past year, and others have been indentured to families. A very excellent feature is that of lectures on various subjects during the winter and spring.

W. J.

MARTHA'S VINEYARD SUMMER INSTITUTE.

The twelfth annual session closed August 16. The season has been one of unprecedented success. The pupilage was double that of last year, the method-school having increased its numbers by more than four times. The whole number of students enrolled was more than three hundred and thirty, and among them were all grades of teachers, from the young girl just commencing to the hoary-headed Ph.D. The universal satisfaction felt was the best possible compliment to its directors, and the harbinger of future prosperity. The institute is now free from debt, and various plans are on foot for improvements and additions to be compassed next year, among which appears a prospective department of methods in academic studies.

This year the school of methods dealt almost exclusively with primary work.

The teacher of zoology was Prof. Wm. B. Dwight, of Vassar College; musical director, Mr. G. H. Howard, of Boston; and his methods in technique, rhythmical science, and original interpretation, are attracting attention throughout the country. He seeks adequate musical expression through vivid musical conception, i. e., placing the thought back of the sound, always. He intends next year to organize, in connection with the institute, a normal class for music teachers, with provision for actual practice in teaching under his supervision. Mathematics, Mr. James Jenkins, of Worcester, Mass.; history and civil government, Wm. H. Mowry, the president; microscopy, Miss Eliza M. Drury, of Natick, Mass., to whom Dr. King gives the credit of having "outstripped her teacher" himself in this, their chosen science. English literature, Prof. Daniel Dorchester, of the Boston University; elocution and oratory, C. Wesley Emerson, president of Monroe College of Oratory, Boston. As this department was under the personal instruction of Mr. Emerson, it was a complete success. Botany was taught by Prof. Edw'd. S. Burgess, Washington, and astronomy by Prof. F. H. Bailey, of Boston; school management by Mr. A. W. Edson, agent of the Massachusetts board of education. Judging by the clearness and practical value of the suggestions given in his course of lectures, the state of Massachusetts is to be congratulated.

Psychology was given in a series of lectures by Prof. J. C. Greenough, of Westfield, Mass.

Pedagogy and the history of education, by Mr. Jas. MacAlister, of Philadelphia. This was one of the chief attractions to which the large attendance upon the schools was due. It is earnestly hoped that Mr. MacAlister will live to solve the problem of manual training for Philadelphia, for that will solve it for all other large cities, and for the whole country.

Minerals, plants, animals, and the human body were treated in a series of practical lessons, by Mr. A. C. Boyden, of Bridgewater, Mass.

The kindergarten was under the direction of Miss Lucy Wheelock, of the Chauncy Hall kindergarten. Miss Wheelock at once enlisted the tender affections of little folks and big folks alike. She was assisted by Miss M. H. Carter, who conducted a large class in clay modeling. Methods in teaching history were suggested by Supt. C. E. McElroy, of Somerville, Mass. Methods in geography were presented by Mrs. Mary Cate Smith. Of these a city superintendent was overheard remarking, "You can't catch her napping!" On investigation, this proved to be literally true, so bright and ready and true to principle was she throughout her varied course.

Methods in drawing were given by Mr. Henry T. Bailey, agent of industrial art for the Massachusetts schools. A piquant address, an evident close knowledge of and sympathy with child nature, clearness of exposition, and a rapid advance from point to point, marked this young man's very popular lectures. To make them still more valuable, they were illustrated by some work of the Massachusetts schools, which covered the walls of the large hall, and from which the teachers could copy all the hints they pleased, besides those they received from the actual paper-cutting and clay-modeling they did under his direction.

Methods and principles in primary arithmetic were illustrated by Supt. Geo. I. Aldrich, Quincy, Mass. Language and penmanship were taught by Supt. I. Freeman Hall, Leominster, Mass. The school of methods continued in session three weeks, closing August 2, the school of oratory four weeks, and the academic departments five.

E. E. K.

Treasure-Trove, as a monthly magazine, has won a high place in the teachers' estimation. They know a pupil must and will read. Now what shall he read? At the request of very many lady principals in New York, *Treasure-Trove* was prepared, and it has met with warm friends everywhere. All speak good words for it. Now let every reader do his best to circulate it. Get up a club of 40, and you will have a fine cabinet organ, or you can get a Webster's big dictionary for 20; a "Man Wonderful" manikin for seven, the "Unique" pencil sharpener for two. Write to us; tell us the address of a good agent if you do not care to act. It will be a great help to your school to have *Treasure-Trove* in it.

"I FEEL under many obligations to you for your aid in securing me the situation at —. It is just what I wanted. The influence of your bureau is worth a great deal; I find people have confidence in your judgment." This was in reference to a place secured through the New York Educational Bureau. Mr. Herbert S. Kellogg, Manager, 25 Clinton Place.

THE "Private Schoolmaster" of London is not, as its name might seem to imply, a journal dealing with private education only, it is read in most of public and grammar schools. As the organ of one of the most powerful educational bodies in Europe, the Association of Principals of Private Schools, it commands the interest of the best English educational leaders. The journal which is sent by post to any part of the United States or Canada, for a dollar per annum is published by Messrs. Carr & Co., 26 Paternoster Square, E. C., under the editorship of Edward Markwick, Esq., author of a standard legal work on scholastic law, and secretary of the Association of Principals of Private Schools. Unlike many European journals the "Private Schoolmaster" deals mainly with progress, and its views are probably more advanced than those of any publication on the other side of the Atlantic.

BOOK DEPARTMENT.

NEW BOOKS.

THE GARDEN'S STORY: OR PLEASURES AND TRIALS OF AN AMATEUR GARDENER. By George H. Ellwanger. New York: D. Appleton & Co. 345 pp. \$1.25.

In the neatest of bluidings, done in olive and gilt, with a pansy in black on the cover, this charming book, upon a subject fascinating to all, comes to the reader at a time when gardens can be used as object lessons. The design of its author is, to direct attention to the importance of hardy flower-gardening as a means of ornament, recreation, and self-culture, and in order to make the book of practical use, many of the hardy plants, shrubs, and climbers are mentioned, with hints for their use and culture. The author, being a professional gardener and trainer of plants, speaks from experience, and confines his descriptions largely to those which have been successfully perfected in his own wonderfully beautiful gardens. The plants principally referred to are those whose growth can be most successfully brought about in the lower lake region. A glance at the contents of the volume gives the reader an idea of the feast ready for him: "The Garden in Anticipation,"—"An Outline of the Garden,"—"The Spring Wild Flowers,"—"When Daffodils begin to Peer,"—"The Rock-Garden,"—"The Summer Flowers,"—"Two Garden Favorites,"—"Warm-Weather Wisdom,"—"My Insect Visitors,"—"Hardy Shrubs and Climbers,"—"In and out of the Garden,"—"The Hardy Fernery,"—"Mid-summer Flowers and Mid-summer Voices,"—"Flowers and Fruits of Autumn,"—"The Last Monk's-Hood Spire." It will be seen that the chapters have been so arranged as to give the train of flowers in their march from early spring to autumn.

OUTLINES OF 'BIBLE STUDY. A Four-years' Course for Schools and Colleges. By G. M. Steele, M.D. Boston and New York: Leach, Shewell & Sanborn. 183 pp. 72 cents.

These "Outlines" are designed for those who desire to take a systematic course of study of the Bible. It is intended especially for students in academies, preparatory schools, and colleges, but can be used to great advantage by adult Bible-classes or any one desiring a methodical study of the Holy Scriptures. The purpose is to give a good general knowledge of the character and contents of the Scriptures using the Bible as a text-book. The "Outlines" are not lessons to be learned, but guides only, and suggestions of methods. The plan adopted is that of analysis and syllabus, with suggestive questions. The work is divided into four courses covering the study of four years. The first year's course embraces the Patriarchal and Hebrew history, from the creation to the end of the reign of Solomon; the second course completes the Hebrew history. The third course comprises the Life of Christ, as found in the four Gospels, and the fourth, the history of the Propagation of the Gospels as narrated in the Acts of the Apostles, the Epistles, and the Book of Revelation. An excellent map precedes each year's course.

PAGES CHOISIES DES MEMOIRES DU DUC DE SAINT-SIMON. Edited and Annotated by A. N. Van Daell. Boston: Published by Ginn & Co. 236 pp. 75 cents.

There is a decided step in the study of modern language, beyond that of being able to converse well in it, and that is the study of the great writers of the language. French students should understand English literature, and English students should be conversant with the great writers of France. To help fill the gap that comes between the French and English languages, for American students, Professor Van Daell has provided this work of Saint-Simon's, which is one of the landmarks of French literature. It is the author's belief that no picture of the civilization of the seventeenth century should be attempted without a careful study of Saint-Simon. The book is intended for students who have a sufficient grasp of the French language to enable them to grasp complicated constructions, and a mind advanced enough to understand and appreciate the facts of history. A pupil to enjoy Saint-Simon must be able to read French at sight.

THE ART OF SELLING: With Hints on Good Buying; also Recent Changes in Business Conditions and Methods; Salesmen's Compensation, Opportunities, and Prospects; Commercial Travelers; Retail Merchants and Salesmen; Saleswomen; How to Read Character; and The Most Important Legal Principles, Points and Decisions Governing Sales. By F. B. Goddard. New York: The Baker & Taylor Co., 740-742 Broadway. 128 pp. Flexible cloth, 50 cents.

In this book the author lets the reader into the secrets of the accomplished and successful salesmen, illustrates his tact and finesse, and tells how he masters men. The work also embraces much information which will be useful to all classes of business, discusses fully the characteristic methods of conducting business to-day, and makes an interesting application of character reading to the work of business negotiations. This is more than an ordinary book, it is well written and must be welcomed by business men everywhere.

THE SCARLET LETTER. By Nathaniel Hawthorne. Boston: Houghton, Mifflin & Co. New York: 11 East Seventeenth Street. The Riverside Press, Cambridge. 312 pp. 50 cents.

This famous novel forms the second number of the "Riverside Paper Series." It is without doubt the most powerful story Hawthorne ever wrote, and is in reality the corner-stone of his great fame as an author. This unique romance is true to life, and may be considered as an artistic exposition of Puritanism modified by New England colonial life. The publishers are doing a public good in sending out such representations of literature through this new series.

THE STORY OF CREATION. A Plain Account of Evolution. By Edward Clodd. With Numerous Illustrations. New York: The Humboldt Publishing Co., 28 Lafayette place. 129 pp. Double Number, 30 cents.

The publication of this number of the "Humboldt Library" series, lies in the fact, that no work of just this kind exists in brief and handy compass, as the volumes which are complete expositions of the theory of evolution consist of large volumes with which few readers have the courage or time to grapple. In this volume there is perhaps not one new idea—the attempt being solely to explain matters in as simple and untechnical a style as possible.

ONKEL UND NICHTE. A German Story for Sight Translation. By Oscar Faulhaber, Ph.D. Boston: Published by D. C. Heath & Co. 64 pp.

The chief aim of this story is to secure a rich and varied vocabulary for students pursuing the German language, who can translate at sight. The construction is not complicated, and the style, changing from descriptive to narrative, is entertaining as well as educational. An attempt is made in the story, to picture German life in its variety, giving outlines of different classes of political, civil, and military society. The historical period covers that of Napoleon I, and the chief characters are an old uncle, a retired Prussian officer, and his niece. The book has a neat gray paper cover.

THE HISTORY OF A SLAVE. By H. H. Johnston, F.R.G.S., F.Z.S. With 47 Full-page illustrations. Engraved Facsimile from the author's Drawings. New York: D. Appleton & Company. 168 pp. 50 cents.

The "History of a Slave" is an attempt to give a realistic sketch of life in the Western Sudan. It is the outcome of experience in traveling through the Dark Continent, but especially based upon what the author saw and heard when in North Africa, in the Niger delta, and on the Cross river. Some of the details appear to be too cruel and bloodthirsty, even for the darkest spot on earth. The author does not pretend to confine himself in his descriptions to topographical accuracy, but many of the incidents no matter how horrible, were witnessed by him in his journeys through Africa. The illustrations are truthful delineations of African life and scenery.

LA BELLE-NIVERNNAISE. The Story of a River-Barge and its Crew. By Alphonse Daudet. Edited With Introduction and Notes. By James Boileau, B.A. With Six Illustrations. Boston: D. C. Heath & Co. 101 pp. 30 cents.

Following a preface, there are found in this little paper covered volume, five chapters which give the story of a river-barge, and its crew. The design of the volume is to furnish a good reader for students who are able to understand French, and can read at sight. Ample notes are given at the close of the volume.

ON THE STUDY OF WORDS. By Richard Chenevix French, D.D. From the Latest English Edition, revised by the Rev. A. L. Mayhew. With an Exhaustive Analysis, Additional Words for Illustrations, and Questions for Examination. By Thomas D. Suplee. New York: A. C. Armstrong & Son. 714 Broadway. 413 pp. \$1.00.

In all essential points this edition of *The Study of Words* is the same book as the last edition, for the editor's aim has been to alter as little as possible Archibishop French's work. In the arrangement of the book, the order of the chapters and paragraphs, and the general presentation of the matter, no change has been made. Still, the work has been thoroughly revised and corrected. Much thought and labor has of late been given to English philology, and great advance has been made in the laws, regulating the development of the sounds of English words; in accordance with these facts, an effort has been made in this edition to clear the book of all erroneous etymologies, and to correct in the text-book small matters of detail. Footnotes have also been added, in which difficult points are discussed, and references given to recent authorities. The subject treated in the lectures are "The Poetry of Words,"—"The Morality of Words,"—"The History of Words,"—"The Rise of New Words,"—"The Distinction of Words," and "The Schoolmaster's Use of Words." There is also an Introductory Lecture treating of sixteen different important points. In this edition, also, a set of questions has been prepared which call forth facts stated by the author, and which also follow up lines of thought suggested by him. At the end of each lecture, a list of words has been added which illustrate its various topics, and are designed to promote original research on the part of the student.

THE CENTURY, Illustrated Monthly Magazine. November 1888, to April 1889. New York: The Century Co. Vol. XXXVII.

The popularity of this monthly is phenomenal in the history of magazine literature. There have been many reasons for this success, but the principal among them is that its editor has studied the law of adaptation in a most thorough manner. It is a fact that the people will buy what they want. It isn't safe to calculate on their buying what they do not want. They often get what they don't need, but whatever ministers to their pleasure, they will somehow manage to get. So it is that so many have bought the *Century*. Its publishers have spared no pains, and no expense, in making it in every particular first class. And it is first class. This is saying a good deal, but it is enough. It takes money, thought, patience, time, and courage, to make anything first class, but it pays in the end. Shoddy is temporal, the genuine is permanent. But the *Century* is not first class in the way that the *XIX. Century* is first class. This is for the few who deal in pure thinking; that is for the many who think, but who don't care to tax their brains over deep questions, and who like to see good illustrations. We live in a thinking age, but not in a profoundly thinking age. The *Century* is for those thinking people who like to be amused, tickled as to their fancy and imagination. So it is that the *Century* is a success.

Die BRAUNE ERICA. Novelle von Wilhelm Tensen. With English Notes. By Professor E. S. Joynes. Boston: D. C. Heath & Co. 80 pp. 40 cents.

This is another of the pretty stories in German, which is produced as an incentive to students to read at sight. The story is fascinating both in subject and style, and is especially adapted to older reading classes. The volume is one of "Heath's German Series."

SIGNS OF PROMISE. Sermons Preached in Plymouth Pulpit, Brooklyn, 1887-8. By Lyman Abbott. Printed from Stenographic Reports. New York: Fords, Howard & Hulbert, 30 Lafayette Place. English cloth, gilt top. 301 pp. \$1.50.

This volume of sermons, by Dr. Abbott, selected by members of Plymouth church, from those preached during the years 1887-8, are of great interest, as they show specially how the forces of that great body of Christian workers have been kept together and roused to new efforts. There are eighteen sermons in the volume, which are characteristic of the preacher, whose utterances, to many are so well known and so much admired. The first two sermons are personal tributes to the former pastor; the next

two contend for the right and duty of progress in religious thought and life; the next four deal with some aspects of the fundamental issue of our day, that between Naturalism and Revelation; the next two treat of the church of God, the visible manifestation of his gift to mankind, and the remaining deal with problems of spiritual life in the soul. These sermons are most valuable.

REPORTS.

ANNUAL REPORT OF THE BOARD OF EDUCATION, OF TRENTON, N. J., 1889.

An important change was made during the year in the selection of Prof. B. C. Gregory, as supervising principal. The schools are under the direction of an experienced educator; they have a course of study specially prepared by him. Each teacher is made a real part of the system, and as such is interested in all of its details. Many of the schools are overcrowded, a defect which the board will seek to remedy as soon as possible, by the erection of more buildings.

THE HISTORY OF EDUCATION IN NORTH CAROLINA. By Charles Lee Smith, fellow in history and politics, Johns Hopkins University. Washington: Government Printing Office, 1888.

This is another of those contributions to American educational history which in after years will prove so valuable to those studying this subject. The facts show that North Carolina in her educational as in her Revolutionary history has made a good record. As might be supposed, the state owed its first schools to the church, the Presbyterians being the pioneers in this work, and following these first efforts came the foundation of numerous institutions for higher education. In the past few years the state has been making renewed progress in education. The public graded schools in the larger towns, the first being established at Greensborough in 1875, are exerting a good influence in systematizing and making more thorough primary and preparatory instruction throughout the state.

LITERARY NOTES.

GINN & CO. have just published a "First Latin Reader," by Heately & Kingdon, revised for American schools by Wm. C. Collier.

A. S. BARNES & CO. offer a new series of music readers, prepared by Prof. Benjamin Jepson, instructor of singing in the New Haven public schools.

D. C. HEATH & CO. have issued "Topics in Geography," on the plan of language work in the schools, by W. F. Nichols.

G. P. PUTNAM'S SONS have among their recent works "Christian Theism: Its Claims and Sanctions," by D. B. Purinton, LL.D., vice-president of West Virginia University, and professor of metaphysics.

D. LOTHROP COMPANY have just issued a new work by Margaret Sidney, a story of New England village life, entitled, "Our Town."

VAN ANTWERP, BRAGG & CO.'S "Eclectic Education Series" comprises nearly three hundred text-books adapted to schools of every grade.

CATALOGUES AND PAMPHLETS RECEIVED.

Ginn & Co.'s Catalogue and Announcements for 1889. Although this catalogue is complete, yet it is primarily designed for high school and college instructors; it gives but very little space to the firm's common school publications; for these they will furnish other lists and descriptive circulars.

Eighth Annual Catalogue of Iuka Normal Institute, Iuka, Miss., 1889-90. H. A. Dean, A.M., principal.

Addresses delivered before the New York State Teachers' Association, Brooklyn, July 3, 1889, and the National Educational Association at Nashville, Tenn., July 17, 1889, by Superintendent Andrew S. Draper, New York.

Address on the "Past, Present, and Future of Scientific Agriculture," delivered before the New Jersey state board of agriculture, January 31, 1889; also "Chemical Lecture Notes," by Peter T. Austin, Ph.D., F.C.S., Rutgers College.

MAGAZINES.

Medical Classics is chiefly valuable for presenting medical knowledge in a shape that can be understood by the multitude. Among the articles in the August number we find "The Treatment of Baldness;" "The Use of Hot Water at and before Meals;" "Sleep;" "A Quiet Life;" "The Complexion and Adulterated Beer;" "Toilet Soaps as Sources of Disease;" "The Cure of Hay Fever." —In the *Nineteenth Century* for August Frederic Harrison describes "A Breakfast in Paris," giving us the views of a number of representative Parisians on the exhibition and the political state of France. L. Atherly Jones writes on "The New Liberalism," which, with home rule, he believes to be destined to succeed, though possibly not for some time to come. Dr. Burney Yeo presents some valuable suggestions on "Change of Air." The Rev. Father Barry argues for a "Gospel for the Century," claiming that the church, like the age, must be progressive. —The *Contemporary Review* for August has an article on the "Papacy." Sir Morrell Mackenzie contributes a valuable paper on the "Voice," treating of song. The address by Frederic Harrison before the Positivist Society on the "Centenary of the Bastille" is reproduced entire. Sir W. W. Hunter presents a plea for a female medical profession for India, which is, he says, the only hope for reaching Indian women. Canon Cheyne argues for "Reform in the Teaching of the Old Testament," and looks for an idealized church in the future. —The *Fortnightly Review* for August opens with a paper on "Mr. Gladstone and the Civilized World," by Karl Blind. Dr. Joseph Thomson, the noted explorer, writes on "Downing Street vs. Chartered Companies in Africa." Mlle de Boer contributes an interesting series of conversations with the composer Gounod. A paper on the "Fortress of Paris," illustrated with a map, explains the great political and strategical importance of the city.

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Grandmamma had been explaining to the little girl how our earth is kept from flying off into infinite space by the attraction of the sun, which is constantly trying to draw the earth toward itself, while the latter always keeps its distance. "Grandma," said the little girl, "I should think the sun would get discouraged after awhile and let it go."

Several small flags, have one by one, disappeared from soldiers' graves in a Manchester, N. H., cemetery, and it was supposed they were taken by human thieves. The other day a party of visitors at the cemetery noticed one of these flags making its way across the ground with no visible means of propulsion. The visitors watched the flag move across the driveway and down a bank, up another, and pause near a hole in the bank. Then the mystery was solved. A red squirrel came out from under the flag, and, seizing it by a corner, dragged it into its hole.

"I can heartily say to any young man who is wanting good employment, work for Johnson & Co., follow their instruction and you will succeed." So writes an agent of B. F. Johnson & Co., 1009 Main St., Richmond, Va., and that's the way all of their men talk.

A girl with a bundle in her hand was going up the street, when she met a girl with a bundle coming down. They seemed to intuitively divine each other's occupation, and the fact that each was out of a job.

"When did you leave?" queried the first.

"About an hour ago. When did you?"

"Same time. What did you quit for?"

"Folks had too much company and I worked like a slave. What did you quit for?"

"Folks had no company nor nothing to do, and I was getting too fat. Don't we have hard times though?"

"Dreadful. If it isn't one thing, it's another."

An austere looking lady walked into a furrier's recently, and said to the yellow-headed clerk, "I would like to get a muff." "What fur!" demanded the clerk. "To keep my hands warm, you simpering idiot!" exclaimed the lady.

"Now," said the bridegroom to the bride, when they returned from their honeymoon trip, "let us have a clear understanding before we settle down to married life. Are you the president or vice-president of this society?"

"I want to be neither president nor vice-president," she answered; "I will be content with a subordinate place, love."

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"Willie Johnson," said the teacher, "if you had five doughnuts, and your mother were to give you four more, how many would you have?" Willie twisted the corners of his jacket, moved his lips, and tried to think, but he couldn't. "Don't count 'em up," said the teacher; "tell me right off." "I should have—a—a—a—" "Well, how many?" "Huh—I sh'd have enough, I guess!" said Willie, grinning broadly.

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"I have used Ayer's Hair Vigor for promoting the growth of the hair, and think it unequalled. For restoring the hair to its original color, and for a dressing, it cannot be surpassed."—Mrs. Geo. La Fever, Eaton Rapids, Mich.

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